

ONTARIO Prospects

Ontario's Guide to Career Planning

2002

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MEET THE FUTURE!

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THE HIGH FIVE MESSAGES

CHANGE IS CONSTANT

You and your world — as well as your hopes and expectations — are constantly changing. The notion that you have to pick one occupation and stick to it no longer applies. In fact, it is increasingly evident that many of the jobs of the 21st century haven't been invented yet. As a result, adaptability may be the most important skill you can have, both inside the workplace and out.

FOCUS ON THE JOURNEY

Life should not be a destination. That's because as you evolve, and as life evolves around you, the destinations you once singled out may no longer appear so enticing. You may have decided you'd rather go off in another direction entirely or venture somewhere that hasn't even shown up on your map yet.

KEEP ON LEARNING

Even if you've stopped growing physically, you certainly haven't stopped growing mentally and emotionally. Nor do you stop learning after you finish school, not as long as there are opportunities for learning and growth all around us. Learning also comes in many — and often surprising — forms. But no matter how it appears, learning is forever and learning is for the future.

TEAM UP WITH OTHERS

Be it family, friends, mentors or new acquaintances, there are people out there you respect and trust. They can't go to the interview or be there to close the deal but they can provide the support and assistance you need to figure out how to do it for yourself. Be there for them and they'll be there for you.

FOLLOW YOUR HEART

Find out what you want, what's really important to you, and go after it. Let your dreams shape your goals. Use the energy your dreams give you to help you acquire the skills and take the risks you need to make those dreams — or any part of them — a reality.

DARE TO DREAM,
Tjassar Hlem!

Hello, Shlomo! As you are on a journey of self-discovery, considering choices for your future, I too am on a journey to a new beginning, a new career as a writer. After 35 years of teaching, I appreciate the value of the career messages featured on this page and would like to share one of them with you: Follow your heart. Doing so can shape your life and give you joy, as it did for me.

I grew up in a family of seven children, my life plagued by poverty, wars, political instabilities, and a very unpredictable future in Bethlehem, Israel, where I learned Arabic, English, French, and Aramaic. No one thought I would be the only one from my high school graduating class to get a university education, but I was. My mother did not realize her dream of becoming a teacher, but she kept it alive and that was her gift to me. Her dream became my passion, then my mission, and finally my reality.

Dreams sound romantic, but they are the stuff we need to propel us into life with vigour, enthusiasm, passion, and joy.

That's what made me work hard, turning obstacles into challenges. To pursue my own dream, I ironed students' shirts for a quarter a piece to buy food. Eventually, my scholarship to Arizona State University led me to a master's degree in English, and I returned to Bethlehem to teach. Then New York and, finally, Ontario drew me further along my teaching journey.

My dream meant learning about course content, teaching methods, students, and how they learn, but what made it special was learning from my students. I encouraged them to write about what they knew and share their writing with the class. I was not only helping my students learn the skills involved in good writing; I was unwittingly training myself for my new vocation.

I began my writing journey by remembering moments in my own life, stories from my grandmother's life in Turkey and my mother's life after a planned marriage at 16. Fifteen stories later, my first book — *Mustard and Vinegar/ Stories of My People* — was born. I have now begun my first novel, about the lives of women in the Middle East.

As you can see, each day brings another chance to learn and to discover. Thank you, Tawdi, for letting me share my story with you. Dare to dream, *Tjassar Hlem*, and dare to make it happen. Good luck, *Tobo Shams*, in the pursuit of your dreams.

Rosine Nimeh-Mailloux
Teacher and writer
Conseil scolaire de district des écoles
catholiques du Sud-Ouest
Windsor



www.edu.gov.on.ca/prospects

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ONTARIO

Prospects

Ontario's Guide to Career Planning

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Ontario Prospects
Editorial Team

Ministry of Education

Grant Clarke
Tony DiLena
Doley Henderson
Chantal Locatelli
Paulette Rozon

Ministry of Training, Colleges and
Universities

Terry Hesketh
Toni Lauriston
John Michel
Nelsa Roberto
Lorna Tomassoni

Ministry of Enterprise,
Opportunity and Innovation

Madge Linton

Association of Career Educators

Albert Corcos

Design

Fizz Design Inc.

Canada Prospects
Editorial Team

Derek Beaudette
Clement Bonin
Joseph Brennan
Patricia Butter
Steve Carroll
Laurie Edwards
Marie-Josée Fortin
Elisa Hendricks
Leslie Lounsbury
Darren Mifsud
Madelen Ortega
Sandra Salesas
Sylvan Williams

Writing

The Gordon Writing Group

Design

The Gordon Creative Group

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Secondary School Policy and
Programs Branch
Ministry of Education
900 Bay Street, 8th Floor
Mowat Block
Toronto, Ontario,
M7A 1L2
Fax: 416-325-2552

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It's easier to make decisions if you take stock of your interests and skills ahead of time. You might consider completing the following activity before you begin talking to your teacher-adviser, guidance counsellor or to a parent about which courses to take.

MAKE A CHOICE

1. **MAKE A LIST OF YOUR FIVE FAVOURITE ACTIVITIES.**
2. **INCLUDE ONE NEW ACTIVITY THAT YOU'RE INTERESTED IN, BUT HAVEN'T YET TRIED.**
3. **THINK OF A CAREER THAT'S SOMEHOW RELATED TO EACH OF THE ACTIVITIES ON YOUR LIST.**
4. **LIST THE FIVE MOST IMPORTANT SKILLS AND THE FIVE MOST IMPORTANT ABILITIES FOR THE CAREER YOU'VE THOUGHT OF.**
5. **THINK ABOUT WHICH COURSES YOU'D NEED TO TAKE TO ACQUIRE THOSE SKILLS AND ABILITIES.**

Talk to your teacher-adviser or guidance counsellor if you have questions about courses or prerequisites. The courses you take in high school will have a big impact on what you do later in life.

WHAT'S YOUR GAME PLAN?

Before you set out on your career adventure, you should make an action plan. A plan will help you focus your energy and efforts by making you identify goals and lay out the steps to reach them. Your goals should always be specific, measurable, attainable, realistic and timed—in other words, SMART!

STRATEGIES FOR ACHIEVING YOUR CAREER GOALS:

1. **Identify the education, training and experience necessary to get you to your ultimate destination (high school, post-secondary education, on-the-job training, volunteer work).**
2. **List the ways you can work to reach your goal (part-time, full-time, volunteer).**
3. **Think of the obstacles you might have to overcome to reach your goal (insufficient money and/or time).**
4. **Name all the people who can help you on your way (include how and when they'll help you).**

Once you've got your game plan, take it to your guidance counsellor, teacher-adviser, one of your other teachers, or to a parent or mentor. They might have suggestions for reaching your goals that you haven't thought of yet.

Adapted from

www.adm.uwaterloo.ca/infocecs/CRC/manual/actionplan.html

Take on the FUTURE

How do you feel about your future? Excited, intimidated or just eager to get on with it? Are you concerned about the need for continuous learning? Do you know what employers are looking for?

If you've got questions, don't worry, you're not alone. Your friends are probably wondering about the same things. They can bring a surprising and exciting diversity of views to the table. There's a solid consensus on one topic, however—education. Francine, 18, is committed to pursuing her schooling in the short term, and sees learning as an ongoing

process—something that will continue throughout her life. The future is looking pretty good!

Francine is heading off to university in Toronto this fall. The Ancaster native is unsure of her career goals. She plans to begin a criminology degree, but she also wants to stay involved with her passion—musical theatre. Francine thinks she might end up studying music. She's currently working as a hostess and server in a restaurant.

"Education is the ultimate," says Francine, expressing a point of view she shares with most other young people. "It's absolutely necessary to prepare for the ever-changing world. We have to be prepared for what the world expects of us."

"I'm into change and growing, becoming better and more confident. I'm interested in refining my skills and becoming diversified," Francine says. "You need to set yourself apart from the next person. That gets you ahead."

Francine is optimistic about her future and sees challenges ahead that she is prepared to tackle. "I know my future is in my own hands," she concludes. "I know I'll take myself to wherever I can."



It's the weekend. On Saturday you go inline skating with your friends, or try your new snowboard on the hill. Or you join friends for a soccer or hockey game, then grab a coffee and head off to catch a movie. Sunday rolls around and you've got schoolwork to do, the car to clean, calls to make and a shift to work at the store.

At first glance, it's just a typical weekend—fun, full, but fairly routine. What you may not realize is that you've acquired all sorts of skills from participating in these activities.

Everyday activities are the best job-prep tools around. While you're washing the dishes, the car or even the dog, you are gaining valuable skills from these seemingly mundane tasks. All you need to do is shine them up a bit for your résumé or portfolio and you're ready to tackle the job marketplace.

Think about the things you learn from everything you do. You'll be surprised how many skills you have—skills that an employer wants to know about when you apply for a job.

SHOPPING

Kassandra LeVesconte loves to shop. She wants a place of her own when she finishes her high school courses and goes to college. But while she needs to buy plates and cutlery, she still wants those clothes she adores. And, most important, she still has to save for school.

How does she manage? She plans, budgets her money and spends carefully.

Kassandra has been acquiring skills for a long time, often without knowing it. "I keep my budget in my head so I know when I go to buy a pair of pants, say, I can figure out how much I can spend and not run out of money in my bank account." Her planning led her to set up both a savings account and a chequing account so she can keep savings separate from spending money. "And I chose a student plan so I don't pay for my debits."

WHAT SKILLS DO YOU ACQUIRE WHEN SHOPPING?

- How to plan, budget, manage money and spending habits, and make careful choices.

HANGING OUT

Do you spend a lot of time simply hanging out with your friends? Then by now you have some useful communication skills. You know

when to sympathize, apologize or advise. You know the value of relationships—how to build and sustain them.

Kassandra has devoted a lot of time to her friendships. This has paid off in excellent personal relations skills. She enjoys meeting a variety of people, makes friends easily and loves to chat. Through the time she's spent with friends shopping or going to movies, she's learned how to "receive advice and how to give it, as well as how to help friends get through rough times so they don't feel alone."

That's probably why her favourite job is her present one—that of a restaurant hostess. Communication, says Kassandra emphatically, is the most important skill in this job, though "patience is a big one" as well.

Of course, relationship skills are also built on close encounters. Kassandra has learned that siblings don't see eye-to-eye all the time and that stressful situations occasionally happen in families. Through this experience she has acquired skills that she can take to work. Customers can get pushy, supervisors angry and other staff upset, she points out. But "you have to learn to put up with people. And relationships with boyfriends have taught me it's not always important that I get my own way."

WHAT SKILLS DO YOU ACQUIRE FROM RELATIONSHIPS?

- How to be tolerant, patient, accepting and compassionate.
- How to make compromises and negotiate tricky situations.

ON-THE-HILL SKILLS

At 7, Kelly Noland started ski racing on the hill next door to his house. For 10 years he competed, travelling locally and nationally. Then a car accident forced him to give it up. But even today, four years later, he's using the skills he acquired when he raced.

"Racing taught me hard work and perseverance. And when you work hard, you achieve your goals," he says, explaining that he still works for the satisfaction derived from "seeing results". He thinks he can excel in any job because of the discipline he developed through racing. His experience has shown him that the more you practise, the better you get.

"Racing was demanding", says Kelly. Preparation required personal goal setting and a high level of physical fitness, achieved through intensive workouts. Good concentration skills were essential, he says, "because when you're racing down a hill at 130 kilometres an hour, if you catch an edge, you're done."

Kelly had to organize his time to fit school into a schedule that required him to travel a lot. And he had to learn how to be resourceful when it came to interacting with people from other countries.

Kelly is convinced that anyone who works hard at sports will work just as hard in a job. Why? Because "you want the results."

SURPRISE YOURSELF!

What Skills Do You Acquire?

WHAT SKILLS DO YOU ACQUIRE IN COMPETITIVE SPORTS?

- Discipline, goal setting, commitment, concentration, organization, budgeting.
- Communication—with coaches, teammates and other competitors.

COOKING

If you have ever made brownies from scratch, you know that making them a second time is easier and faster. That's because you figured out how to melt the chocolate without burning it, you remembered to have all the ingredients on hand before you started, and you decided to invite only one friend over to "help". Without thinking about it, you learned how to plan, follow directions and be efficient.

WHAT SKILLS DO YOU ACQUIRE WHEN COOKING?

- Time management and planning.
- The ability to follow instructions.

DOING CHORES

When you shovel snow, wash dishes or do laundry you may think you're not going to learn anything new. The truth is, you do acquire new skills. It's just that you've done these tasks so often, the skills are second nature. And you've learned the advantages of taking chores seriously. You know that if you're not paying attention, and you accidentally put that red sock in the wash with your new white T-shirt, that shirt is going to end up pink.

WHAT SKILLS DO YOU ACQUIRE IN THE KITCHEN, LAUNDRY ROOM AND ON THE SIDEWALK?

- How to work carefully, conscientiously and with focus.
- How to be organized.

You learn a lot at school, but you also learn at home, in the coffee shop or in the gymnasium. Give yourself credit for the other side of learning, where the skills you pick up are always available for future reference.

RESOURCES

FOR MORE INFORMATION ON SKILLS VISIT THESE USEFUL WEB SITES:

- Human Resources Development Canada's Essential Skills — www15.hrdc-drhc.gc.ca
- The Conference Board of Canada's Employability Skills — <http://www.conferenceboard.ca/education>

Choose the skills

you use when you:

	Play hockey	Clean your room	Use the Internet	Read	Put together a costume	Play pool	Play computer games	Organize a party	Walk the dog	Work on a project
be responsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
think imaginatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
express ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be a team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
calculate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
deal with pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
physical coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interpret	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pay attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECISIONS DECISIONS DECISIONS

Deciding on a career can be quite difficult. As you go through the checklist below, think of the choices you've made in your life. Then choose the statement that best fits your decision-making style.

PLANNING

- A ☐ I always think things through carefully.
- B ☐ I can never decide what to do, and procrastinate over making choices.
- C ☐ I listen to my heart, and make decisions quickly.

MEASURING PROS AND CONS

- A ☐ I always make a list of pros and cons for any decision.
- B ☐ I always figure the worst possible outcome is going to come true.
- C ☐ I just figure everything will work out in the end.

MAKING BACK-UP PLANS

- A ☐ I always think up a couple of back-up plans.
- B ☐ I think of lots and lots of alternatives, but never choose one.
- C ☐ I just go with the flow and hope things work out.

MAKING DECISIONS

- A ☐ I take a while to make a decision.
- B ☐ I take forever to make a decision.
- C ☐ I make choices quickly.

THINKING BACK ON PAST DECISIONS

- A ☐ I think of what I've learned from each decision I've made.
- B ☐ I have regrets about decisions I've made in the past.
- C ☐ I put the past out of my mind.

Three or more "A" decisions mean you take your time and think out your choices carefully. Three or more "B" decisions mean you take your time making choices, and you may put off making major decisions. Three or more "C" responses mean you make choices based on your intuition and you're more of a risk-taker.

Adapted from "Evaluate your decision-making", by Carole Kanchier for The Ottawa Citizen.

Get SMART!

Everyone wants to know what you want to do, but you still haven't decided on a career path. But keep this in mind: a career isn't just the destination, it's also the journey.

Still, it's good to pick a career direction, even if it changes over time. Among other things, a career direction:

- gives you something specific to aim for, adding energy, purpose and enthusiasm to your studies and your life
- relieves the stress of not having a goal
- helps you plan what training or education you'll need
- lets you focus on planning (you can map out a route indicating key objectives and possible obstacles)
- helps you choose activities that are most likely to build skills and experience related to your chosen career.

Once you're ready to set a career goal, how do you do it? How do you clarify what you want, why you want it and how you plan to achieve it?

One proven goal-setting method is to make your selection SMART—specific, measurable, attainable, realistic and timed. List everything involved in achieving your career goal.

S SPECIFIC

Be specific. "I want to work with animals" is a general goal. "I want to become a veterinarian, specializing in domestic pets in Ontario" is more specific.

M MEASURABLE

Make a timetable and break your career goal down into small steps. Focus on one step at a time. With each step, you'll gain more confidence in your abilities. For example, before you graduate you may want to have identified three veterinary programs and be aware of their admission requirements.

A ATTAINABLE

What education will you need? How much will it cost? Where will you get it? Develop the determination and the abilities you need to make your career goal attainable. Constantly look for new opportunities and resources to make it happen. For example, explore the possibilities of co-op education or part-time work as a way of financing your education.

R REALISTIC

Thoroughly research your career choice. Ask yourself: Do I really want this? Can I do this? Does it pay enough? Does it fit with my personal strengths? Don't sell yourself short, but be honest. If you're allergic to animal hair, for example, then maybe being a veterinarian is not for you.

T TIMED

How long will it take? Write down a reasonable deadline for achieving each step toward your career goal. Review it often to evaluate your progress and make necessary changes. For example, before you graduate, you may want to spend six months volunteering at an animal shelter and two weeks shadowing a vet.

IT'S YOUR LIFE

If you just can't choose a goal, don't beat yourself up. Don't think of your career as a race. There are lots of ways to further your career without settling on a specific destination. Jessica, for example, is planning a trip to Australia after high school. "I'll decide on a career after that," she says. Other ways to gain experience and explore your interests include volunteer work, continuing education programs, student exchange programs, and apprenticeship programs.

If you need help, there's plenty out there—from teachers, guidance counsellors, teacher-advisers, friends and parents, through career courses, and resources on the Internet and at government career centres, to name a few. Often, the most difficult obstacle to reaching a career goal is getting started. The sooner you do, by making a choice, the sooner you'll get there.

CHECKLIST

FOR CHANGE

Change is a reality of the modern workplace. Read through the following list and check off the things you're doing that could help you face changes head-on to make a career transition easier:

- ☐ adapt
- ☐ reach out to a support team
- ☐ volunteer
- ☐ take up a new hobby
- ☐ enrol in a course
- ☐ keep fit and be active
- ☐ take care of your spirit: pray, meditate or reflect
- ☐ take an inventory of your interests and skills
- ☐ set goals
- ☐ be flexible
- ☐ update your résumé and reference list
- ☐ develop a portfolio
- ☐ do some creative job hunting
- ☐ network—network—network
- ☐ hook onto a dream
- ☐ be kind to yourself
- ☐ keep your sense of humour
- ☐ think outside the box



WHAT DO YOU WANT FROM YOUR CAREER?

Look over this list of career goals and identify your top five.

- | | |
|---------------------|-----------------------|
| Achievement | <input type="radio"/> |
| Adventure | <input type="radio"/> |
| Balance | <input type="radio"/> |
| Challenge | <input type="radio"/> |
| Competition | <input type="radio"/> |
| Creativity | <input type="radio"/> |
| Flexibility | <input type="radio"/> |
| Helping others | <input type="radio"/> |
| Making a difference | <input type="radio"/> |
| Management | <input type="radio"/> |
| Mobility | <input type="radio"/> |
| Money | <input type="radio"/> |
| Pride | <input type="radio"/> |
| Variety | <input type="radio"/> |

Be sure to reassess your goals on a regular basis, because just as your needs change, so should your career.

DO YOU HAVE THE SKILLS FOR CAREER ADVENTURE?



Opportunities exist in the outdoor adventure tourism industry. Are you up to the challenge? Read through the skills and abilities below and match them up with the day-to-day activities of an adventure tour guide.

1. PLANNING SKILLS ☐

2. COMMUNICATION SKILLS ☐

3. ORGANIZATIONAL SKILLS ☐

4. PATIENCE ☐

5. PHYSICAL STRENGTH AND STAMINA ☐

6. COOKING SKILLS ☐

7. LEADERSHIP SKILLS ☐

A. Lead a group hike.

B. Prepare lunch for the group.

C. Wait out a thunderstorm.

D. Pack up gear, food, first aid kits, and fuel for the tour group.

E. Create a travel itinerary for a group of six travellers.

F. Guide a three-hour kayaking trip.

G. Review the basics of kayaking with the group.

Answers: 1=D, 2=G, 3=E, 4=C, 5=F, 6=B, 7=A

Check out www.peat.on.ca for more information about the industry.

THE POWER WITHIN YOU

No matter where you go, your personal values will shape your path and ultimately, your destination. Below is a list of just some of the values people share. Look over the list and rank your top five values in order of importance, 1 being the most important to you and 5 the least important.

FREEDOM ☐

CREATIVITY ☐

MONEY ☐

STRUCTURE ☐

SECURITY ☐

HEALTH ☐

LOCATION ☐

VARIETY ☐

FUN ☐

FAMILY ☐

SPIRITUALITY ☐

Think of other values that are important to you. Have your values affected your choices in the past? Can you think of ways they might affect your decisions in the future (choices about where to live, what to study, or what kind of work you want to do, for example)? Talk to your guidance counsellor, or to an instructor or a mentor if you're unsure of how to match your values to your career path.

Basic Rules of Money Management

MONEY

101

- 1. PLAN FOR THE FUTURE.** Plan major purchases and periodic expenses.
- 2. SET FINANCIAL GOALS.** Set short-, mid-, and long-range goals and reconsider them periodically. Do you want to buy specific items? If so, you need to set specific goals for how to use your money.
- 3. KNOW YOUR FINANCIAL SITUATION.** Determine monthly living expenses, periodic expenses, and monthly debt payments.
- 4. DEVELOP A REALISTIC BUDGET.** Develop and follow a realistic budget as closely as possible. Using the monthly budget chart below, calculate your monthly expenses, total them, and subtract the sum from your income. Do you have money left over or are you in the red? Review your budget and compare actual expenses with planned expenses. Is your budget realistic?
- 5. DON'T ALLOW EXPENSES TO EXCEED INCOME.** Avoid paying only the minimum on your charge cards. Don't charge more every month than you are repaying to your creditors. Save money for large purchases before buying them.
- 6. SAVE FOR PERIODIC EXPENSES.** Periodic expenses include items such as a car, a vacation, and clothing. The easiest approach to saving money is to take a percentage of your income and deposit it each pay period in your savings account or some other type of investment vehicle. Your bank can help you by setting up an automatic withdrawal to take money out of one account and put it into another account every time you get paid.
By taking money off the top before you have a chance to spend it, you will find it easier to save. If you wait, thinking you'll save anything that's left in your account at the end of the month, you may find there is nothing to put away. It takes discipline and dedication to start a savings program, but just watch how your savings grow when you do. Try to save from 5 per cent to 10 per cent of any income received. What percentage of your total income can you save?
- 7. PAY YOUR BILLS ON TIME.** Maintain a good credit rating. If you are unable to pay your bills on time, contact your creditors and explain your situation. Contact a credit counselling service for professional advice.
- 8. DISTINGUISH BETWEEN NEEDS AND WANTS.** Guard against impulse spending.
- 9. USE CREDIT WISELY.** Use credit for convenience and planned purchases. Don't allow your credit payments to exceed 20 per cent of your net income. Avoid borrowing from one creditor to pay another. Use only one credit card—one with a low interest rate.
- 10. KEEP A RECORD OF DAILY EXPENDITURES.** Be aware of where your money is going. Use a spending diary to help you identify areas in which you need to adjust your spending.
- 11. HAVE AT LEAST TWO BANK ACCOUNTS.** Use a personal chequing account for regular monthly expenses and a savings account to meet goals and as a safety cushion for emergencies.
- 12. TRACK YOUR EXPENSES.** Use the monthly budget chart below to help you track your expenses and identify areas in which you need to adjust your spending.
- 13. USE A DEBIT CARD.** A debit card is a simple means of charging the cost of purchases directly to your bank account. Statistics record a strong preference for purchases between \$25 and 100. For purchases in the \$50 to \$75 range, buyers prefer to use their debit card rather than cash, credit cards or cheques.

"No one is born with the ability to manage money effectively. Managing money is a skill which requires learning and practice," says Fergus Millar of the Credit Counselling Service of Toronto (CCST). This non-profit community service organization provides credit counselling and education on budgeting to make its clients "money wise". The agency's call centre and Internet services are available 24 hours a day, seven days a week.

The most exciting education program offered by CCST was developed specifically for high school students. Money 101 takes Fergus and his colleagues to high schools across the city to teach students about the wise use of credit and the importance of budgeting. Course materials are free.

"Shopping for credit is no different from shopping for consumer goods and services," says Fergus. "Knowing how to shop for credit is very important. Knowing the advantages and disadvantages of credit, the costs and the responsibilities involved, is important when considering using credit."

According to Fergus, "Some consumers get into credit difficulties because they confuse what they need with what they want. Most people know how much money they bring home each month, but they may underestimate or do not know what their monthly expenses are. Remember that financial difficulties are often the result of a lack of information and planning rather than a lack of money."

For more information on financial counselling, presentations, workshops, and resources, check out www.creditcanada.com, call 1-800-267-2272 or 416-228-3328, or e-mail ccsmt@creditcanada.com.

COUNT YOUR PENNIES

Everybody needs a financial plan. Check out the list below and think about the things you can do to save your pennies for a rainy day.

Prepare: Make a plan before you make a move. If you're planning a career change, sit down and take a realistic look at your finances. How many of life's little extras can you do without and how long can you go without an income?

Create a budget: How much do you take home in a month? How much do you spend? Include the essentials, like bills, loans and food. And don't forget to include the other stuff, like movies, restaurants and transportation. Then create a monthly budget and stick to it!

Save money: Sounds easy, but for many, it's not. Live as cheaply as you can. Saving now will mean you'll have more to spend later.

Make some extra cash: Look at getting a part-time job as a server, sales associate or delivery person. Also, pay off any outstanding debt as quickly as you can. All the interest you're paying on your loans is money that's not in your pocket.

MONTHLY BUDGET

EXPENSES	BUDGET	ACTUAL	REVISED FOR NEXT MONTH
HOUSING			
Rent			
Telephone			
Cable T.V.			
Internet Service			
Utilities			
Groceries/Eating Out			
PERSONAL			
Health Items			
Other Personal Items			
Clothing			
Laundry/Dry Cleaning			
TRANSPORTATION			
Automobile			
Insurance			
Gas			
Transit			
OTHER			
Pocket Money			
Charitable Donations			
Student Loan Payments			
Emergency Funds			
TOTAL INCOME			
TOTAL EXPENSES			
FUNDS AVAILABLE			



Apply yourself!

THE STORY OF JENNIFER

Jennifer has found the perfect opening at a local animal hospital. Before she goes down to inquire about the position, Jennifer gathers all the resources she knows her prospective employer will want to see.

Jennifer knows that first impressions are important, so she makes sure she is neat and presentable. When she arrives, she finds that the hospital asks all potential employees to fill out an application. That's fine with Jennifer—she has completed application forms before. She has her résumé and all of the other information she may need (names, addresses and phone numbers of references, for example).

However, Jennifer is lucky. The animal hospital allows her to take the application form home and return it the next day. In case she makes a mistake, or decides she hasn't filled it in neatly enough, she asks for two copies of the application form. To the right are reproductions of Jennifer's completed application form.

Application for Employment Personal Data

Name (last) Chow	(first) Jennifer	(middle)
Telephone (Home) (519) 253-9888	(Message) (519) 919-9999	
Address (street) 689 Partington Avenue		
(city) Windsor	(province) Ontario	(postal code) N9B 3A4
Date Available June 17, 2002		
Position Applied For Office Assistant		Salary Expectation \$6.50-\$8.00/HR
Are you legally entitled to work in Canada? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Would you be willing to work? Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Shifts <input type="checkbox"/> Weekends <input type="checkbox"/> On-call <input type="checkbox"/>		
Are you willing to relocate? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Are you bondable? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

Work History

Present or Last Employer Doghouse Pet Store	From 1999 To 2002 Salary \$6.40/HR
Address 700 Ouellette Avenue	Telephone 519-254-5407
Supervisor's Name Jim Beliski	
Position Held Sales Clerk	Supervisor's Title Manager
Duties Assist customers, work cash register, assist with inventory	
Reason for Leaving I still work there on weekends.	
May we contact the employer? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Present or Last Employer Dr. H.D. Taylor Public School	From 1999 To 2002 Salary Volunteer
Address 1275 Campbell Avenue	Telephone 519-252-9999
Supervisor's Name June Star	
Position Held Teacher's Assistant	Supervisor's Title Teacher
Duties Assist with pet program, provide one-on-one reading help	
Reason for Leaving School term is finishing. I will be at university next year.	
May we contact the employer? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Present or Last Employer SPCA	From 1998 To 2000 Salary Volunteer
Address 40 Tuscarora Street	Telephone 519-253-9675
Supervisor's Name Eloise Lucas	
Position Held Campaign Assistant	Supervisor's Title Communications Director
Duties Assist with fundraising efforts	
Reason for Leaving I was working more hours at the Doghouse.	
May we contact the employer? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Education

	Name and Location	Course/Program	Credits/Diploma/Degree	Dates
Elementary	Dr. H.D. Taylor Public School			1990-1998
Secondary	Vincent Massey Secondary School		O.S.S. Diploma	1998-2002
Vocational/Trade				
Postsecondary				
Postgraduate/Other				
Special Courses				

Skill Profile

Typing ☒ wpm **40** Data Entry ☒ Shorthand ☐ Speedwriting ☐ Other **Inventory**

Do you have a valid driver's licence? Yes ☒ No ☐ Class **G**

Other Information **I have excellent customer relations skills. Through my work at the Doghouse,**

I have learned a lot about the concerns of customers, and about animal health.

References

Give names of three persons not related to you.

Name	Phone Number	Occupation/Business	Address
Faith Knowtes	519-254-1414	Registries Manager	3311 Sandwich Street
Blake Huculak	519-969-2133	Owner, Doghouse Pet Store	900 Norfolk Avenue
Susan Lindsay	519-735-4827	M.D.	14919 Tecumseh Road

I hereby declare that the foregoing information is true and complete to my knowledge. I understand that a false statement may disqualify me from employment or cause dismissal.

Signature *Jennifer Chow* Date **May 30, 2002**

The complete application

Position applied for:

Be specific. If applying for several different positions, fill in an application form for each.

Salary expectation:

Tell the employer your expected salary range. You can check what the minimum wage for Ontario is at http://www.gov.on.ca/lab/esa/esa_e/fs_wage_e.htm. It's also a good idea to ask your friends what they're making, especially if they have jobs similar to the one you're applying for.

Are you bondable:

If you are bondable, your employer can take out insurance to cover any losses caused directly or indirectly by you. You may not be bondable if you have a criminal record. Check with your local employment standards office if you think you might not be bondable.

Other information:

This small space is your opportunity to persuade the employer you have just what he or she is looking for. Tailor your comments to the position you are applying for.

IMPORTANT!

- Always be truthful.
- Answer every question.
- Write "not applicable" or "N/A", if the question is not relevant to you.
- Make it neat.
- Proofread the form for correct spelling and legibility before you submit it.

Be aware: Employers cannot make hiring decisions based on race, religious beliefs, colour, gender, physical or mental disability. You are not required to answer questions related to any of these matters on an application form.

Jennifer's interview preparation

Jennifer is very excited about her upcoming interview with Dr. Allen, the veterinarian/manager of Mill Creek Animal Hospital. Even though she has met the vet before and knows her to be excellent with animals, she is still extremely nervous. She really wants this job, and this increases her anxiety. How should she prepare?

1. Jennifer should ask three potential references if they would be comfortable helping her. If she doesn't have a past employer, she can use teachers, someone she's worked with at school, or people she has done volunteer work for.
2. Jennifer should make sure she has eaten something light an hour or so before the interview, as she needs energy to perform at her best.
3. She should wear appropriate clothes, preferably something that would be suitable to wear to work in the job she's applied for. As this is a clinic (even though it's for animals), Jennifer should leave her jewellery at home.
4. Just before the interview, Jennifer can calm herself by doing some deep breathing. This helps concentration. She can also repeat some positive affirmations, such as: I am relaxed and confident and I'm perfect for this job.
5. Jennifer can mentally prepare for the interview by imagining herself in the interview setting. She should think of any questions she might have for her interviewers, such as how many hours a week she might be expected to work, and when she would start if hired.

Résumé

Jennifer Chow

689 Partington Avenue, Windsor ON N9B 3A4 Phone: 519-253-9888

Objective

Position as part-time assistant in a veterinary clinic.

Summary

Grade 12 student, with high academic standing, particularly in the sciences. Preparing for veterinary college.
15 years of experience assisting with animals in farm and home settings.

Experience and accomplishments

Volunteer (part-time) at the SPCA for three years.

Designed and implemented fundraising campaign at school to raise money for injured wildlife.

Built and sold doghouses to supplement summer job income.
Made a presentation to city council on behalf of the Friends of Cats.

1999-2002—Sales clerk, Doghouse Pet Store (summers)

1999-2002—Part-time teacher's assistant, kindergarten,
Dr. H.D. Taylor Public School

Education

Vincent Massey Secondary School—will complete Grade 12 in 2002.

References

Supplied on request

* Sample résumé modeled after those supplied in *The Résumé Workbook for High School Students*.

Cover letter

689 Partington Avenue
Windsor, ON N9B 3A4

May 23, 2002

Mill Creek Animal Hospital
911 Dougall Avenue
Windsor, Ontario N0P 0P0

Dear Dr. Allen:

The sign in your window yesterday advertising for an office assistant immediately caught my attention. You might remember that I brought my cat, Pearl, to you when she swallowed a chicken bone last month. I was impressed by your calm, kind manner with Pearl, who usually does not like being handled by strangers.

As I will be applying to veterinary college next year, I would regard it as a privilege to work at your clinic in the capacity you advertised, or perhaps in some other, if the need arises. Not only do I have a lot of experience handling different animals, but I am also a good communicator, so I would be able to work well with your customers.

I have enclosed a résumé for your information and would be pleased to supply references or fill out an application form if necessary.

I look forward to discussing the possibility of working at your office in the near future. (Pearl is fine, by the way.)

Sincerely,

Jennifer Chow
Jennifer Chow

Experience brings life to your résumé

Résumé

Mark wants to find work as a customer service representative in telecommunications. He has done a search on the Internet and found several such positions in the area in which he lives. He has sufficient customer service-related experience but needs to emphasize his interpersonal and communications skills to move into a new industry.

Mark focuses on the positions in which he's worked in customer service to show he has considerable service experience.

Mark's descriptions emphasize customer relations and responsibility.

Listing sports you play shows you understand teamwork and competition. It also shows you are physically fit, which relates to overall well-being and self-esteem.

Ask someone with good written communication skills to proofread your résumé. It should be letter perfect.

Mark Forest

1193 Assumption Street, Windsor ON N9A 9A9 Phone: 519-254-9876

Profile

Energetic, customer service-oriented professional with extensive experience and demonstrated competence in responding to customer needs in a variety of organizations

Skills and Strengths

Excellent public relations skills
Independent work habits
Well-developed interpersonal and problem-solving abilities
Strong computer skills
Responsible, organized and dedicated

Employment Summary

Teller

Bank of Nova Scotia, December '98 to present; provide responsive customer service to high volume of clients, receive deposits, dispense cash, process large commercial account deposits, balance daily cash float, update computer files.

Customer Service Clerk

GAP, December '97 to June '98; provided responsive customer service promoting sales of quality clothing to meet customer needs, performed cashier functions, designed and implemented displays, maintained inventory, organized stock, cleaned store.

Sporting Goods Clerk

Corona Cycle and Sports, August '95 to December '97; responded to customer service needs, sold and serviced bicycles and sporting goods, operated cash register, processed cash and credit sales, balanced cash, opened and closed shop.

Server

Earl's Restaurant, December '88 to August '95; participated in the opening of the restaurant, waited on tables, served customers, promoted products, processed and balanced cash.

Education

Bachelor of Commerce – University of Windsor, 1995
(significant electives in marketing)
Secondary School Certificate – Sandwich Secondary School, 1991
First Aid Certificate – St. John Ambulance, 1991

Community Involvement

Coached minor lacrosse; volunteer maintenance at community centre.

Recreational Interests

Ham radio operator; weight training, squash, golf, hockey and lacrosse.

References and portfolio available on request

THE STORY OF MARK

After Mark graduated, he had no trouble finding work in various retail customer service positions. Wanting to explore new opportunities, he switched from retail to banking three years ago. Since then, he has become fascinated with the growth potential of telecommunications and now wants to work in that industry. He has lots of experience to support his skill level in customer service, but no direct knowledge of, or education in, telecommunications. Supporting documents that he supplies to an employer must emphasize his exceptional customer service skills, his varied experience and his desire to acquire new skills.

Cover letter

1193 Assumption Street
Windsor ON N9A 9A9
Phone: 519-254-9876

August 10, 2001

Bell Canada
10000 Giles East
Windsor ON N9A 9Z9

Dear Sir or Madam:

Your ad for a customer service representative caught my interest. At this time in my career, I'm looking for new challenges and an opportunity to combine my effective customer relations skills with my interest in telecommunications.

My résumé is enclosed for your review. I am hard working and ambitious and have excellent communications and organization skills. I also have a Bachelor of Commerce degree.

I am eager to meet you in a personal interview to discuss my suitability for this or other employment opportunities.

Yours truly,

Mark Forest

Mark Forest

encl.



When Mark is invited to a large telecommunications firm for an interview, he takes along his portfolio. It contains his résumé and reference letters, as well as letters of appreciation from two particularly satisfied bank customers, and from the community organization he volunteers for, recognizing his contributions. As well, he includes sample materials from a promotional campaign he developed to measure and increase customer satisfaction at Corona Cycle.

1193 Assumption Street
Windsor ON N9A 9A9
Phone: 519-254-9876

August 22, 2001

Bell Canada
10000 Giles East
Windsor ON N9A 9Z9

Dear Ms. Gilchrist:

Thank you for taking the time to meet with me on Monday to discuss the customer service representative position. While many of the responsibilities you outlined are familiar to me through my previous employment, the prospect of putting my experience to work in a new field is exciting.

I look forward to hearing from you. Please let me know if you need any further information to assist you with your decision.

Sincerely,

Mark Forest

Mark Forest

Thank-you letter

As a follow-up to his interview, Mark sends a thank you letter to show that he is genuinely grateful for being considered for the position, and to remind the interviewer of what he can bring to the organization.



PHYSICAL LIMITS

What do you do when you graduate from university and can't find a job in your home town? Jason Christoff solved the problem by creating his own job. "I had nothing to lose," the Cornwall native says. "I just had to get over the fear of risk." He also had to decide what kind of business to start.

It didn't take him long to figure that out. Although he had a degree in labour relations from McGill, there wasn't much demand for arbitrators in Cornwall, so Jason decided to capitalize on another interest. A physical fitness buff, he quickly discovered that there was a demand in Cornwall for an adult- and health-oriented physical fitness club — and eight other people racing to open one.

"I knew I had to get to the finish line first, so the pressure was on," he says. "What I had going for me was the fact that I was a young, single guy with no debt who wasn't afraid of hard work. And I was ready to run faster than my competitors."

After scouting locations, researching equipment lines, and putting together a business plan, Jason applied for and got \$150,000 in grants and loans to cover his start-up costs. He renovated the space and then, to help ensure success, he convinced the owner of a popular aerobics club to join forces with him and open at the same location.

The Physical Limits Fitness Club was born. That was six years ago. Since then, the club, which offers everything from aerobics classes to weight training, has grown from 400 to 2,800 members and counting. There are 30 employees on the payroll and about \$750,000 worth of equipment.

But success hasn't come without a price. "When I opened I thought I

was prepared for whatever the business would throw my way," laughs Jason. "What I learned was that no matter how well prepared you think you are, there are always surprises." The surprises for Jason included super long hours (the club is open from 5:30 a.m. to 11:00 p.m. weekdays, 7:00 a.m. to 8:00 p.m. weekends), which meant no personal life for the first few years, and both member and employee demands that required immediate attention.

"I discovered there was a lot more to having employees than I'd thought," he says. "To start, they have to be trained and supervised and then there's payroll. And when it comes to members, it's all about service — making sure the hours of operation are convenient, the staff is knowledgeable and pleasant, the facility is clean and the equipment well maintained. There's always something to do. You also have to stay on top of the latest in fitness ideas and trends."

What's the most important thing Jason's learned about being an entrepreneur? "Starting up and running a successful business takes a lot of effort and sacrifice," he says. "I think my being young is a help because I have fewer burdens and more energy." Some of that energy is now directed at establishing a consulting business to help other young entrepreneurs start small and medium-sized fitness clubs.



CREE-TECH

Since launching his customized computer mapping company six years ago, 27-year-old Wade Cachagee has attracted an impressive list of clients, won a slew of awards — including the prestigious National Aboriginal Achievement Award in the youth category — participated in dozens of youth business conferences, and encouraged other Aboriginal youth to achieve their goals.

His latest success: an invitation to attend the APEC Young Leaders' Forum in Beijing, an event that brought together leading young entrepreneurs and new economy leaders from 21 APEC economies to share experiences and consider how to strengthen the capacity for innovation, entrepreneurship, trade and investment by young people.

Not bad for a young man who admits, "When I was younger, I didn't know where I was going. All I knew was that I really, thoroughly enjoyed computers and I really wanted to have my own business here in northern Ontario."

The idea of basing a business on sophisticated geographic information systems (GIS) technology came from Wade's older brothers, both of whom work as conservationists for the Ministry of Natural Resources. They observed that the ministry was moving towards insisting that companies use GIS technology to more accurately assess and manage resources.

With that knowledge, Wade saw a way to turn his affinity for computers into a business.

He studied GIS at Algonquin College and, when he graduated in 1995 at the age of 21, hooked up with Kevin Lindquist, a registered professional forester, to form Cree-Tech.

"We started with a computer, \$5000 cash and a small contract with a large Aboriginal organization," says Wade.

Cree-Tech made a reasonable profit the first year, which the owners promptly reinvested in their company, a practice that they continue to this day. "In a high-tech business like ours, you have to keep investing in new technology," notes Wade.

Investing in their company and having a thoughtful growth strategy and an eye for developing new markets have been key factors in Cree-Tech's success.

Today, Cree-Tech is the largest Aboriginally owned company in Canada, specializing in the rapidly growing field of GIS. It has 11 full-time employees — though it employs extra professional help when a contract requires doing so — and two offices, one in Chapleau and another in Sioux Lookout.

Wade is quick to point out, though, that success didn't come easily. It was the result of a lot of hard work and an ability to solve problems.

"One of the biggest problems I encountered at first was convincing prospective clients to take me seriously because I was so young," he says. "They had trouble believing I could deliver what I promised." Wade's solution? Make sure that the quality of service exceeded the client's expectations.

It's paid off. Cree-Tech's clients are the company's best public relations ambassadors. Winning an Innovation in GIS Technology Award from the Environmental Systems Research Institute hasn't hurt business either.

Wade's advice to would-be young entrepreneurs? "Develop a well-researched, well-thought-out business plan, and then be prepared to adapt it as circumstances dictate," he says. "And talk to as many successful business people as possible. You can learn from their mistakes."

PLAN FOR SUCCESS

Having a complete business plan is essential to getting your new enterprise off the ground. A major benefit of your plan is that it will help you determine if your proposed business is going to be profitable and worthwhile, or if it will be a non-starter.

Match the business plan elements on the right to their corresponding descriptions at the far right to get yourself thinking about what goes into a comprehensive business plan.

- Executive Summary ○
- Company and Industry ○
- Product or Service ○
- Market ○
- Communications Plan ○
- Management Plan ○
- Operating Plan ○
- Schedule ○
- Budget ○
- Financial Forecast ○

A detailed estimate of the cost of setting up and running your business.

Shows how and where you will operate your business.

Explains how your business will be managed.

Describes in detail the product or service your business will provide.

A three-year financial forecast that includes operating costs, sales, profits, cash flow and balance sheet information.

Defines your target audience, the size of your market, any relevant market trends, and lists any competitors your business will have.

Provides a summary or overview of your business plan.

Estimates the amount of time you will need to complete each step involved in setting up and operating your business.

Gives the details of your business (name, address, date of registration or incorporation, type of ownership, shareholders, type of business).

Outlines how you intend to advertise or communicate to your potential customers or clients.

ANSWERS
1=G, 2=I, 3=D, 4=F, 5=J,
6=C, 7=B, 8=H, 9=A, 10=E

KONFLIT Dramatik

My name is David Poulin. I am a 22-year-old guitarist and singer in the group Konflikt Dramatik. I've been in Konflikt for three years now, but I've been involved in different musical groups since I was 15. I am often asked by people who come to our concerts how I like being a musician. Well, to put it simply, it's an adventure filled with unforgettable experiences.

A musician will experience several different steps during his or her career. First of all, there's the creation of the music. For me, composing songs is a step that can be done almost anywhere at any time. Often I find myself sitting on a bus and, just like that, a melody will come to mind. Usually I'll spend the rest of the trip composing the whole song in my head.

Another interesting step is recording the music. With Konflikt, we spent the summer of 2001 recording and mixing our first album, which was just released. What an experience. It's one thing to write songs, but to be able to hear them on disc, now that's a trip! What's more, now a lot more people will have the chance to hear us.

There is also the business side of the music. It's the side that I like the least but that is absolutely essential for a career in music. This

side consists of several small jobs, such as putting together press kits, making contacts, organizing the group, and especially making calls to get radio play for your album, apply for grants, and sell the shows.

That brings me to my favourite step: the performance. I love playing live. It's truly incredible. It's impossible to describe the emotions you feel on stage when you're playing your own songs in front of masses of people.

We have had a few challenges in our career, especially because of our style of music. Not everyone loves rap or rock, especially when the two are mixed together. But it's really patience and perseverance that brought us this far. We have completed an album, a music video seen on Muchmusic, and a web site full of interesting things. But as we were starting out, we had to play some shows for almost nothing, investing a lot of our time and some of our own money too. Being a musician is really a full-time job that may not be the most profitable financially but it's a world I find myself extremely fortunate to be part of. I am



fanatical about music, and I'll never stop being a part of this world.

My one piece of advice for young musicians is this: just get yourself seen and heard. Play everywhere you can, record a demo (usually consisting of three songs) and send it everywhere. And especially, don't give up. If you believe in your music and you work hard, anything is possible.

If you have questions or need advice on the music business, please visit our web site at www.konflitdramatik.com and send us an e-mail. We'd be glad to help you.

Live Safe! Work Smart!



First and second place video contest winners.

Entries for the first annual Student Safety Video Awards Contest sponsored by the Workplace Safety and Insurance Board (WSIB) poured in in the final days before the January 31, 2002, deadline. Budding writers, producers and directors were taking full advantage of the opportunity to have their talents recognized, win one of three cash prizes, and help promote workplace health and safety among their peers.

The theme of the contest was "Health and Safety on the Job", but the way student videographers told their story was limited only by their creativity. Entries were permitted in any style, including documentary, drama, TV commercial, news report, music, or animation. The students submitting the top three entries would receive awards of \$1000, \$750 and \$500.

Interest in the contest was bolstered by the integration of occupational health and safety elements into the Ontario secondary school curriculum. The teaching of these elements is supported by Live Safe! Work Smart!, a package of teacher resources developed by the province's health and safety partners to help educators deliver the health and safety message.

The selected videos will spread the health and safety message to youth new to the workplace. The messages will use words and images designed to reach young workers and effectively raise their awareness about the critical importance of workplace safety.

In 2000, 16 workers aged 15 to 24 died as a result of workplace injuries. In addition, the WSIB recognized more than 17,000 compensation claims from young workers for injuries severe enough to cause them to be away from work. It is vital to get injury prevention information to young workers at the beginning of their working lives, when they are most vulnerable. These videos will provide lessons on how to make workplaces as safe as possible for youth.

A judging panel selected the top three videos. Winners, honourable mentions and details about next year's contest were announced during North American Occupational Safety and Health (NAOSH) week, which began on May 6, 2002. First place went to Steve Szolcsanyi, Adriaan Smith and Joel Dembe of Ancaster High School. Second place was won by Justin Lovell of Banting Memorial High School, and third place went to Tim Mook Sang and Roberto Suarez of Canterbury High School.

For more information on workplace safety see www.wsib.on.ca and www.yworker.com.

A conversation with friends at a Toronto high school encouraged Sara Da Eira to follow the clues to her cooperative education teacher, and to a placement in a local police station.

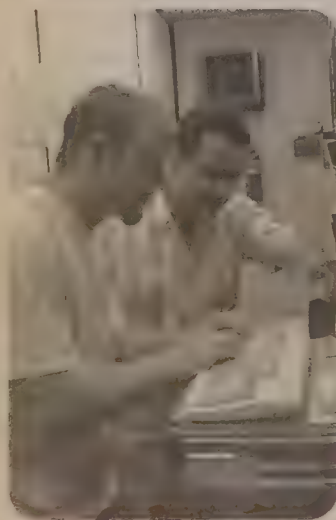
"I've been interested in a career as a police officer since I was in Grade 8, but I never had an opportunity to experience police work first-hand until now," Sara says. "Thanks to my placement, I'm even more interested in policing as a career."

The Metropolitan Toronto Police Service gave Sara an opportunity to learn about the different activities that occupy a busy downtown police station, including processing complaints about crime at the Community Response Unit, learning about the staff in Volunteer Resources and assisting the Crime Stoppers program, which provides police with anonymous tips.

In fact, Sara was so impressed with the Crime Stoppers program that she has introduced it into her high school. "Students have a role to play in keeping their school safe, and Crime Stoppers helps us make a difference," she adds.

"Employers have a responsibility to help young people understand what the work world is like," says Staff Sergeant Tom Kelly of 51 Division, who is Sara's supervisor. "I've worked with students in the cooperative education program for five years and have enjoyed positive results. I believe every employer likely has two or three assignments that could help a student learn about work and plan a career."

With the experience she has gained from her cooperative education placement, Sara intends to pursue law enforcement as a career following her graduation from high school. She's planning to study criminology and psychology at university, as well as attend the Ontario Police College.



APPLY YOUR KNOWLEDGE AND SKILLS

Thanks to Ontario Summer Jobs, thousands of students can enjoy the great summer weather while developing valuable on-the-job experience. Jeremy Manning is working as an air-quality technician in Toronto for the Ontario Ministry of Environment, a job he found through the Summer Experience program and Ontario Summer Jobs.

Jeremy sets up monitoring stations that measure what goes into the air and provides an index that gets published by the government every hour. "Our equipment monitors chemicals in the air, dust contaminants, and how industry affects the quality of the air we breathe," he says.

Senior air-quality technician Nick Salonikidis works with Manning and considers him an asset to the team. "Ontario Summer Jobs helped us with added workloads and frequent monitoring of the city's environment. The program helped us to find committed and skilled students."

While Jeremy is recording the quality of the air we breathe, Erin Zimmerman and a team of young artists are filling the streets with the colours of summer through the City of Toronto's innovative graffiti transformation project and help from Ontario Summer Jobs.

Erin works with seven young artists between the ages of 17 and 21 who are hired by the Harbourfront Community Centre to strengthen a sense of community in Toronto neighbourhoods by painting original, creative murals on walls covered with graffiti. As the project's facilitator, Erin oversees the drawing, design and painting of the murals under the guidance of the centre's program director, Kim Morison.

"Summer Jobs allowed us to build a relationship between students and the community, as well as hire skilled artists that employers trust," says Kim.

The experience is giving Erin the leadership and organizational skills that will help him develop skills for a career in art, while allowing him the opportunity to do and teach something he loves. "This is the kind of opportunity that I wish more students could experience. I'm learning to apply my knowledge and skills, and I'm teaching others how to make themselves marketable in the art industry."

Ontario Summer Jobs and Summer Experience can help you find work or create your own business. For more information, check out www.youthjobs.gov.on.ca.

JUST WRITE

Matt Robinson had an idea that he'd like to have a career in journalism, but he wanted a chance to explore it first. Now, thanks to a cooperative education placement at a local newspaper, he knows that he enjoys journalism and that it's the right career choice for him.

Four days a week, Matt spends mornings at the *The Expositor* in Brantford writing articles for publication. "Before I began my placement," says Matt, "I expected to shadow other journalists before writing any stories myself. But when I started, my supervisor asked me to come up with story ideas right away."

Matt's first assignment was to write an article about how the September 11 tragedies affected teenagers. The feedback he received for that piece was very encouraging, and he's been working on new stories ever since. "When I arrive at the office at 9 a.m.," says Matt, "I just go in and write."

"The co-op students we place operate as if they were working reporters," explains Mary-Anne Davies, Matt's supervisor at *The Expositor*. "They write features that are published in a dedicated page called Vibes in our Saturday edition."

After graduating from high school, Matt intends to study journalism at a community college. He knows that when he finishes his studies, he'll already have a portfolio of published articles that will distinguish him from other graduates who may lack professional experience.

Word of mouth from other students prompted Matt to give cooperative education a try. Based on his experience, he doesn't hesitate to recommend the program himself. "Try it, especially if it's what you think you want to do for a career. It will look good on your resume, and it lets a prospective employer know you've been in the workplace."

Matt attends W. Ross Macdonald School for the Blind and has, in addition to an extreme sensitivity to light, a condition called nystagmus that impedes the ability of his eyes to focus. So how, you might wonder, does he manage to write? "When I'm working on a document at the computer," explains Matt, "I turn the page black and the font white so I can see it without difficulty." During the day when he's outside, Matt wears a hat and very dark sunglasses. Whether pursuing a story indoors or out, Matt's vision is no barrier to participating fully in cooperative education.

For the employer, there are concrete benefits as well. "Any employer could benefit from the co-op program," says Mary-Anne. "We rely on students to fill up a well-read page in our Saturday paper. They take that responsibility very seriously and are a definite asset."

COMPETE WITH THE BEST

What does it take to compete against the world's best? Just ask Rafa Abdul and Terry Brouwer, two Ontario students who earned the opportunity to represent Team Canada at the World Skills Competition, held in Seoul, South Korea, in September 2001.

The two competitors began their road to Seoul by striking gold at the Ontario Technological Skills Competition, a four-day event coordinated each year by Skills Canada—Ontario. Their paths then led them to the Canadian Skills Competition, where they represented Team Ontario and once again proved to be the best in their field. It was their top performance at this national competition that ultimately led to the opportunity for them to stand on the world's stage.

Rafa Abdul, a second-year college student, is studying to become a computer programmer/analyst. Rafa competed in the Information Technology contest and is very proud of his accomplishments. "This was a great opportunity to prove to myself that I can compete against the rest of the world."

His introduction to computers came in 1996 when his father gave him one. Since then, Rafa's passion for and knowledge of the information technology industry have grown. Attending and competing in the international competition allowed him to gain a better idea of the standards that other countries are using in their operations.

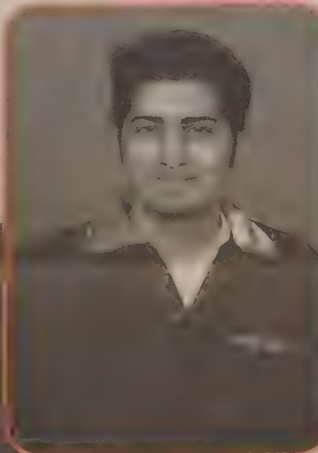
Terry Brouwer, a fourth-year apprentice, challenged the field in pattern making. He attributes his success at the Skills Canada—Ontario competition to the fact that he enjoys working with his hands and is able to fully integrate all of the skills he has developed. "I really enjoy the competitiveness of these contests," he says.

Terry spent a great deal of time outside of his job preparing for the World Skills Competition. "I was very thankful for this opportunity, and to my sponsors and trainers who had invested a great deal of time preparing me for this competition."

Skills Canada—Ontario is a not-for-profit organization that promotes careers in the skilled trades and technologies as a viable first-choice career option for young people. Last year, through the organization's innovative programming, Skills Canada—Ontario was able to touch the lives of more than 45,000 young people throughout Ontario. The Ontario Technological Skills Competition consists of over 40 contests related to careers in the skilled trades and technologies, such as carpentry, plumbing, auto service, culinary arts, graphic design, and computer animation, to name a few.

The Ontario Technological Skills Competition took place from April 28 to May 1, 2002, at RIM Park in Waterloo. Fifty-five student winners then travelled to the Canadian Skills Competition, which took place from May 30 to June 2, 2002, in Vancouver, B.C. To compete in the Ontario Technological Skills Competition your school must be affiliated with Skills Canada—Ontario.

Do you want the opportunity to stand on the world's stage? If so, talk to the technical staff or a guidance counsellor at your school and ask how you can take part in either the Ontario Technological Skills Competition or in one of the many programs offered by Skills Canada—Ontario. Information is also available online at www.skillsontario.com and www.skillswork.com. Remember: SKILLS WORK!



What's a skilled trade?

Careers in trades are booming. With skills shortages and job growth in most sectors, trades offer diverse opportunities for ambitious people with many different interests and work styles.

Skill levels required in trades careers are extremely high and demand analytical and problem-solving abilities, as well as creative thinking. But the rewards are great, from high pay scales to high levels of job satisfaction. And today's tradespeople find they have transferable skills, giving them plenty of choice in how and where they can practise their trade.

(From <http://realm.net/opportunityknocks>)

A PLACEMENT I LOVE

Natalie Larocque has made her career plans while completing high school, thanks to the Ontario Youth Apprenticeship Program (OYAP). Through a placement with Le Centre des petits, the Sturgeon Falls high school student is training to become an apprentice early childhood educator.

"I have a placement I love, and I'm learning skills that will make me better prepared for work," Natalie says. "This experience has helped convince me that I want a career working with children." Natalie is an assistant caregiver, helping children with activities such as reading and counting exercises, assisting with meal preparation, and ensuring that the children are safe. "Each day, I'm learning something that will help me develop my career as an early childhood educator," she adds.

"It's important for employers to help students learn about the workplace, set career goals, and train for their future," says Tina Marcoux, the owner of Le Centre des petits and Natalie's supervisor. "Students bring new ideas and enthusiasm to the workplace, and through OYAP employers can provide the next generation of workers with a high standard of training."

The trade of early childhood educator is a recent addition to Ontario's apprenticeship training system. Certified early childhood educators and registered apprentices work in child-care centres or preschool facilities where they plan and lead programs for children that encourage physical social, and emotional growth, as well as learning. Training lasts three to four years.

OYAP opens the door to a wide range of exciting careers in skilled trades for students who are at least 16 years old and entering Grade 11. Students develop their skills in a safe environment under the supervision of experienced workers. OYAP combines school- and work-based learning to give students a head start in training to become skilled workers.

JUST BUILD IT!

"Now I know what I'm most interested in..."

A Dream Come True

"Once I got the feel for Ontario Place, it was worth all the travel," says Carlene, a Grade 12 student at Pineridge Secondary School about her co-op placement. "I contacted over 50 companies and large corporations. Sylbert at Ontario Place said, 'Okay, why don't you come down tomorrow for an interview?' It was just pure luck, and I was so happy when I found this place", she says.

"I've been working both with event coordination and HR. I'm a production assistant, and that's anything from catering to the entertainment to coordinating events to drawing up contracts. This is a dream."

Carlene has learned "communications skills, team work, planning, coordinating — basically organizational, practical work skills that I can use anywhere. My placement is related to both my interests and my career. Entertainment is one of my hobbies, but it's also what I want to get into. I love coming here, even though I have a 45-minute GO train [ride]."

"My favourite is working at the Island Club on the soundboard and the lighting and getting the bands ready for the shows. I'm basically a gofer, so I do everything that I love. At first, I thought I wanted to get into marketing and advertising, but now that I've been here, I definitely want to get into business management. You can branch off into event management and promotion from that, which is what I want to do. There's a program at York University

where both my coordinators went to get their degrees."

Carlene plans on going to university and then college to further specialize in her field of choice. "I hope to continue to work at Ontario Place in the summers to come. I might even try to do another co-op placement with them. Now I know what I'm most interested in, which is events. I've always wanted to do something in entertainment because I can't sit still in an office. I have to be out and about. It's like my dream come true because they have so many events here; it's a large company and I'll get the experience that I need. I can also get a reference for the future, and I might even get a job out of this. I really think it was strictly luck because this is exactly what I want to study in university."

"I think co-op will provide you with a positive experience regardless of whether you want to pursue that field. Any sort of co-op placement will definitely prepare you for the future in a positive way. I like the fact that I had to look for my job. Some students just get stuck in some place without really wanting to be there, but if you actually sit down with your co-op teacher and discuss what you want to get into rather than just hand in your application, you'll get more out of it. You'll get what you want — the references and the contacts. And you'll get the work experience for your future."

What do you do when you can't find the perfect mountain bike? Build your own. That's what Jesse Jakomait and Ian Dunlop, owners of straightjacket bikes, did. The two residents of Sault Ste. Marie designed their product, developed a business plan, and won the 2001 BRIDGE \$20K Entrepreneurship Competition. BRIDGE (Bi-national Regional Initiative Developing Greater Education) is a consortium representing Algoma University College, Sault College, and Lake Superior State University (LSSU) that holds annual entrepreneurship competitions.

"We are developing a high-performance downhill bike frame," Jesse says. "Owning this type of bike will be similar to having a race car in your driveway; it will appeal to skilled riders who are serious about what they do."

Originally a cross-country rider, Jesse started riding downhill for the challenge and entered several races. Dissatisfied with the downhill bikes on the market, he enlisted the help of his long-time friend, Ian, to help design something different.

"It all started when Jesse and I were racing together in Michigan," says Ian. "Up until then, neither of us had really known that we were interested in designing and building bikes. We decided we would combine and work towards building the best possible bike that we could. When the prototype was completed, the bike came out better than we thought. We decided that we could sell the product because it was better than anything out there."

Jesse adds, "There were features I wanted in a bike that weren't offered by anyone, and I couldn't justify the cost of buying a bike that I wouldn't be satisfied with. Bikes of this calibre can cost up to \$6000. So, Ian and I decided to create a new bike, one better than what is already out there."

They have constructed a few prototypes and spent the summer and autumn months of 2001 on product testing. Now, they are fine-tuning the design for manufacturing and working on a second, simpler design. Jesse and Ian are graduates of LSSU's mechanical engineering program and Sault College's civil engineering program, respectively.

"One of our goals for the next year is to complete the final version of the frame and make a short production run of 10 bikes," Jesse says. "We will have these bikes tested by riders to make sure everyone is satisfied with the frame's performance. Then, if the demand is there, we would like to produce maybe 100 bikes for sale."

In August, Jesse attended a national event for mountain biking, sponsored by the National Off-Road Bicycle Association (NORBA) and held in Vermont. While there, he sought out magazine editors and began promoting the straightjacket bikes company. *Mountain Bike* magazine will feature the company in February.

Ian says, "I really enjoy being an entrepreneur because it gives us the freedom to explore new paths or ideas in our bike designs without anyone telling us if it's worthwhile for us to try. It also gives you a great sense of fulfillment and satisfaction upon completion and seeing other people using your product."

"For anyone looking for a job or summer job while in high school... be an entrepreneur! Produce a product or mow lawns. If you have an idea in your head, but thought that you couldn't do it, you should try. If you don't try now, later in life you may regret not doing it. I found I learned a lot from being an entrepreneur. I am so glad we started our business. This could be one of the best things I could have done."

"Jesse and Ian are examples of the type of entrepreneurs we want to foster with the BRIDGE program," says Michael Delfre, executive director of BRIDGE. "Small businesses are the engine that drives the economy, and sometimes success stories just need a little encouragement to become reality."

Believe in Yourself



SEEKERS!

"There are 53 real official languages in this country. I speak Maliseet and English, and I greet with *hello*, not *how! Tan Kahk!* ... Turtle Island does not have borders. We did not cross the Bering Strait. And we are not a conquered peoples. This is *Seekers!* AND WE ARE ABORIGINAL."

Put together a group of Aboriginal young people — First Nations, Inuit and Métis. Ask them to become active participants in a television series that addresses their concerns, their issues, their ideas. The objective? To inform, affirm, educate, illuminate, clarify, correct, celebrate, amuse and challenge both Aboriginal and non-Aboriginal audiences. Add experienced writers and technical experts. What do you get? *Seekers!* — a new national magazine-style television series broadcast on Aboriginal Peoples Television Network (APTN), on daily in Ontario at 5:30 p.m. and again at midnight.

Darrah Beaver is a *Seekers!* assistant producer, writer and actor, and a proud member of the Maliseet Nation at Tobique, New Brunswick. She has only positive things to say about the series. "*Seekers!* has given us the chance to defeat misconceptions about Aboriginal people through sharing our stories from our perspectives", she says. "*While helping us to heal, it's helping and inspiring other Aboriginal youth to heal. It's been so encouraging and uplifting to hear from people back home. People that I didn't expect to watch are the ones that it's really hitting home to. They tuned in to see what I was wearing, but they ended up talking about justice, or pregnancy, or*

employment, or opportunity, or pride in who we are."

Phillippa Baran, one of the executive producers of *Seekers!* says, "Darrah understands the past, the present, and she has a vision of the future. She is prepared to reach out and take risks for herself, her people, and all indigenous peoples. Her contributions to the conceptualization, content and direction of the series have been extremely valuable. She has such integrity and such an appreciation for the problems and challenges facing young people. More importantly, she is the type of person to work towards solutions."

Darrah adds, "Being a part of this show has helped me to reassess my feelings on things that I had never really thought about. I knew what I felt in my heart, but I never knew that I could put it into words. It has really opened up opportunities. It has helped me want to explore more, find out more about issues, learn more about my people and about different people. And I know that what I'm doing shows the kids that they can do it too. It gives them hope."

"We shouldn't be afraid to try something new. We should be open-minded and work hard. Look at what happened with me. Being part of *Seekers!* didn't feel like work to me. It's excellent when you can find something you love to do and get paid for it. Television offers lots of opportunities



for Aboriginal youth.

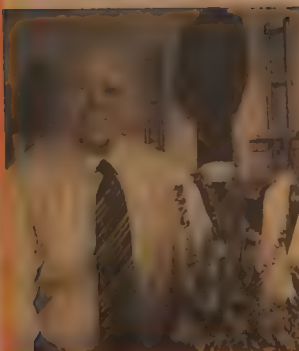
I view life and all the people we meet along the way as having a role in teaching and guiding us. I consider myself to

have come from a pretty disadvantaged background (single mom, low income, on reserve, alcoholism). However, I wouldn't change a thing. Everyone (good or bad) I've met and dealt with in my life has shaped me into who I am today. I can't say that I've ever really aspired to be like anyone. I've always just wanted to be the best me that I can be.

"My advice to young people who are in transition from high school to the work world is to keep your eyes and your mind open. Opportunity will arise in the places you least expect it. When and if you notice it, do not be afraid to grab it and to challenge yourself."

Seekers! is now gearing up for a second season. Check out the APTN web site at APTN.ca or e-mail the show at seekers@istar.ca for further information. *Mecami te ktiyalitahasin.* Always be thinking.

BE YOUR BOSS



When he graduated from high school, Derek Mason's dream was to be a police officer. So, how is it that today, at 29, he's a successful retailer with two thriving clothing stores and plans to open a new home décor store?

"I took law and security at Loyalist College for a year and realized police work wasn't for me," says Derek. "I wanted to be my own boss, and since I'd worked at menswear stores when I was in high school and had a good eye for fashion, I decided to open a men's clothing shop."

After checking out various locations, Derek settled on Stirling, population 1,800. It's a small town, but he felt sure it was the right place for his big plans.

"Stirling itself is small, but it's like the hub of a wheel," he explains. "Within a half-hour drive there are approximately 100,000 people living in communities like Belleville, Trenton and Tweed. I reasoned that if I provided a top-quality product and service, people would drive 30 minutes to shop at my store."

Attractive retail space was available on the main street, so, after talking it over with his parents — both successful entrepreneurs — Derek wrote a business plan and borrowed \$30,000 to get started. "My parents' advice was to start small and expand," he says. "It made sense to me."

That first year Derek worked seven days a week. When he wasn't at the store selling, he was out buying merchandise or marketing. By the end of 12 months, sales were good enough that he was able to hire a part-time salesperson. That left him more time to focus on where he wanted to take the business.

"When you're in business, you're either growing or you're dying," he says. "I was determined to grow."

Derek had observed that a good percentage of the sales at his menswear store were made by women, so it seemed logical to capitalize on that by opening a womenswear store. When the building next door went up for sale, he saw his opportunity. He bought the property, renovated it to expose the brick walls and wood floors, and put in interior connecting doors so that customers could wander from shop to shop.

His idea was to create a shopping destination based on lifestyle needs. He took one space for his new women's clothing store and rented out two other spaces, one to an antique and collectibles store and the other to a garden store. He's hoping to turn one final space into a home décor store.

"Entrepreneurship is definitely not for everyone," he observes. "But for people who have good ideas and are focused and prepared to work hard, it can be very rewarding."

These days, when Derek's not busy working on his next business venture or organizing events for the Stirling Business Improvement Association, he's volunteering with the Ontario government's Summer Company program. Part of the government's new Young Entrepreneurs strategy, Summer Company provides hands-on business training and mentoring — together with awards of up to \$3,000 — to help enterprising young people start up and run their own summer businesses.

What advice does Derek give aspiring young entrepreneurs? "It's hard to succeed all on your own, so get help and support from successful business people. You can always find them through your local business self-help office." For further information check out

www.cbsc.org/ontario, or call 416-954-4636 or 1-800-567-2345.

SUMMER COMPANY

Metta Van Brugge, age 20, grows and sells colourful gladiolas, thousands of them.

Under the banner Flowers from Metta, you'll find her booth outside at the popular St. Jacob's Farmers Market in Waterloo. Using her Summer Company program grant, Metta purchased 10,000 gladiola bulbs, rented a delivery van, and, with her mother's help, learned bulb-planting skills. Metta enjoyed learning how to manage finances and appreciated the mentoring offered during her participation in the program. Throughout the summer, Metta worked the market on Tuesdays, Thursdays and Saturdays. On the other days, she cut, packaged, and prepared flowers. "I enjoyed being my own boss and meeting customers," says Metta. "I also sold more than planned in my original business plan." Flowers from Metta continued at the market on Saturdays after she returned to school in the fall.

Daniel Dale's company, Tridynamic Studio, develops web sites for York Region small businesses and business professionals. Daniel's first customer was his father's accounting firm. Other high-profile clients include GEL Inc. and El-Ad Group, an Israeli real estate developer. Daniel gained business experience last summer working on web design for a venture capital group. He and his associate, Michael Parks, used their Summer Company start-up capital to invest in new software and upgrades. "This is something I can be proud of," says Daniel. "I feel a sense of accomplishment." He credits the mentoring he received during the Summer Company program with keeping him focused.



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Given her positive experience, Sheena encourages other students to take advantage of cooperative education and other school-work opportunities. "Anyone can benefit from cooperative education, but you need a positive attitude if you want to succeed." Thomas Evers, prepress manager at Informco, recommends that other businesses participate in cooperative education and work experiences for students. "It's important that businesses plan cooperative placements to ensure the work experience is useful for both the employer and the student. It takes a bit of work, but it can be rewarding," he says.

Sheena's placement was at Informco, a full-service printing company in Scarborough. The placement strengthened her skills in a range of computer systems and programs, as well as providing her with experience in helping staff build relationships with clients. "I do everything from proofreading to picking colours to designing images on computers. I act as the designer's assistant and feel this kind of hands-on work is much easier to learn in the workplace than from a book," Sheena says.

Ever since 18-year old Sheena Gosse could remember, she had wanted to work in the travel industry. But after studying leisure and travel in Grade 12, she realized that careers in the industry did not match her expectations, and she began to reconsider her options.

With help from her high school guidance counsellor and a cooperative education placement, Sheena got a second chance. In graphic design she found a field that she loves. She intends to continue studies at a local college following graduation.

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Sheena credits her placement with giving her a new perspective on education. "My placement gave me a better perspective about my education and career choices. Cooperative education has helped me develop a more positive attitude, and I feel fortunate to

Keep the tradition



Scott Hill's parents had been making traditional cornbread in the family kitchen and selling it on the Six Nations of the Grand River Reserve for as long as he could remember. But it wasn't until he'd graduated from high school and worked as a factory manager for a few years that he realized two things: he wanted to be his own boss and he wanted to

keep the native tradition of white cornbread alive.

Scott's parents were nearing retirement, so he approached them about taking over their business. Although they were sceptical that he could turn their small-scale operation into a viable business, Scott wrote a winning business plan and managed to convince them he could make a success out of Hill's Native Foods.

His plan was to market two products — lyed corn, the essential ingredient in Mohawk corn soup, and white cornbread. He would grow the white corn on the family farm, and then pick, clean, sort and dry it himself before making the lyed corn and the cornbread, which he would then deliver to his customers. Scott's father's advice was to start small and then expand, so Scott set up shop in his parents' place and got his mother to teach him the art of making traditional cornbread, something she was only too pleased to do.

In his first year in business, Scott did well enough that he knew he'd soon need to expand, which meant moving to larger quarters. Through a combination of grants and loans from Aboriginal Business Canada and the Indian Agricultural Program of Ontario, he was able to get enough money to build a new facility, complete with a commercial-sized kitchen.

That was a little over a year ago. Today, Hill's Native Foods is a thriving business, selling its products to five restaurants and eight variety stores on the Six Nations Reserve.

"I come from a traditional background and doing this means a lot to me," he says. "I caught the market just in time, before it died right out. I take a lot of pride in keeping a tradition alive."

Now 28, Scott is still working 12-hour days, with help from two part-time employees, and he wouldn't have it any other way. His plans include enlarging his facility and moving into the mainstream non-Aboriginal market. No one has tapped that market yet, but as Scott points out, a number of ethnic foods have become international successes and he sees no reason why white corn products should be any different. It's just a question of hard work and good marketing — something he knows about.

"I think the most important thing for young entrepreneurs to keep in mind is to be realistic," says Scott. "Don't think you're going to make a million dollars. But if what you want is to do something that interests and challenges you and makes a good living, then running your own business is a great option."

Learn in the

Workplace

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"As a student with learning disabilities (auditory/language), I find that school often has its ups and downs, but I can say that Trent makes it as easy as possible," says Jennifer Duncan, a fourth-year Trent/Queen's concurrent education student majoring in cultural studies. "The reasons are simple, and they start with the Special Needs Office and the pilot project at Trent. The services offered cater to each individual student and their specific needs. The staff know their clients by name and are always available to help when needed. These services range from note taking, taping lectures, various technological equipment for in-class and at-home use, and exam support."

I was particularly impressed with the services available last semester, when just before exams my computer suffered hard drive failure and the Special Needs Office was able to lend me a laptop computer in order for me to complete my papers and take-home exams. Although technology can fail anyone, it can be a huge crisis for special needs students who do not work well in the computer labs and have weaker organizational skills. The second most important aspect of the services here is what they teach the students about their own learning styles and abilities. With the knowledge I have about my specific learning disabilities and abilities, I am able to choose classes that I can succeed at and clearly articulate my needs to professors. School may never be easy, but it is something I know I can do with the right support services."

"The transition to postsecondary education is scary for anybody, especially for high school students," says Nicole Benoit, a third-year sociology student at Trent University. "For a student, like me, with a learning disability [LD] it can be even scarier. However, this transition does not

have to be scary. If you use the resources that are available at your particular institution, you will be fine and you will graduate."

"I did not know about my LD until Christmas of my OAC year so, I was still very new to the world of LD's when I came away to university. I did benefit greatly from participating in Project Advance, the transition course at York University. "Through the course and meetings with the coordinator and the learning strategist at Trent" I became better informed, obtained a better knowledge, and became interested in my particular LD (auditory sequencing)."

"At the postsecondary level, there are many accommodations that are made available to you, but they are not ALL beneficial to each student. You will have to sit down with various members of your Special Needs [Office] staff and decide which techniques are best for you and your particular LD. The accommodations, the staff, the help, and the advice [are] there to use, but it is up to YOU to use them. Postsecondary education is an excellent opportunity for everyone, and no matter what your situation or your circumstances are, you will be able to succeed. And remember: DESTINATION GRADUATION!"

A Refreshing Attitude

"I learned a lot about working and putting in full days and I met many people. I got a summer job [at a golf course] last year and expect to work there again this summer," says Nathan Murphy, a senior at Seaway District High School in Iroquois.

As a Grade 12 student, Nathan enrolled in the Bridges Adventure-Tourism Program in which students work for their second semester and gain four credits, two in cooperative education and two in academic studies. Nathan worked at the St. Lawrence Parks Commission's Upper Canada Golf Course. "Being outside working with the workers taught me more. I woke up at 5 a.m. and worked from 6 a.m. to 2 p.m. I had to go to bed early enough at night to be able to get up in the morning. I am a better student this year. Bridges made a difference."

Randy Leclair, superintendent of Upper Canada Golf Course, adds, "Nathan was a welcome addition to the maintenance staff at Upper Canada Golf Course. He learned a variety of skills, including handcutting greens, using a triplex mower for cutting greens, tees, collars, approaches, and par 3 fairways. He learned how to operate a sand trap machine and also did a variety of landscaping including watering fairways, string trimming and other assigned duties. Nathan had a good attitude, was very punctual, and always made himself available for work beyond his normal work week. Over the summer, Nathan became a good equipment operator."

Seaway District High School is located near Upper Canada Village, the St. Lawrence Parks Commission's Migratory Bird Sanctuary, a marina, and many parks. Barry Hughes, manager of Parks and Recreation at the commission, and his staff have placed Bridges students in such areas as Visitor Services, Park Work, the Horticulture Division, and Program Roles. Barry says, "The students that came to us were truly looking for an opportunity. Their regular curriculum may not have been working out for them, but working with the cooperative education teacher we were able to fit the students to the right job."

The commission used to employ only university students during the spring and summer months. "The Bridges students may not have been university bound," says Barry, "but they took their jobs seriously and received very specific training, for example, in first aid and in gaining an understanding of park-related legislation. The students brought a refreshing attitude and outlook to the job. They came to the employer with a unique enthusiasm; they were very keen."

Heather Lauder, the guidance counsellor at Seaway District High School, adds, "Some of the students signing up for the program were not necessarily interested in tourism, but they signed up because they needed to develop a vision of their place in the world that existed beyond the school."

The program is always offered during the second semester. "Most employers are in a better position to give students an intensive work experience during early and late spring," says Claire Winchester, Bridges coordinator for the Upper Canada District School Board. "As well, many employers hire the Bridges students for the summer months because they have gained experience and have proven themselves as valuable employees."

"I think this program is great for students looking for a challenge and getting into the workforce," says Randy. "They learn how important it is to be on time, work as part of a team, and gain important work experience for their future. This program is a benefit to both student and employer, and I look forward to working with Nathan again."

The best part of the job for Nathan was "the interpersonal aspect, meeting the golfers and playing golf for free." His experience made him want to finish school and go to work sooner. He hopes to attend the Morrisburg Training Institute for a six-week course in crane operation so that he can work on his own and have a career in construction. "Crane operators earn \$32 an hour. There's a good future and lots of jobs in the skilled trades." He may even attend college one day. Nathan's advice to students: "Take co-op. Finish school because you can't get hired otherwise."

Hands-on Experience



Eighteen-year old Veerle Huygen has always wanted to fly. Now, with the help of her co-op program at St. Roberts Catholic High School, this student is learning the skills she needs to turn her passion for flying into a career.

Veerle was placed with Seneca College's Aviation and Flight Technology program at Toronto Buttonville Municipal Airport in Markham, Ontario. For the past 30 years, Seneca College has run a pilot-training program at the airport to provide professional licences for commercial pilots of multi-engine planes. During the last two years, Seneca has offered cooperative education placements to give students experience in aircraft maintenance.

"Cooperative education programs provide employers with motivated students who have the potential of becoming future employees," says Dominic Totino, director of Aviation Maintenance for the Seneca College program and Veerle's supervisor. "Depending on the size of the operation, employers will find students quickly pick up skills and can help staff perform routine operations."

At the airport, Veerle helps staff maintain the aircraft used by Seneca College student pilots. She changes tires, cleans spark plugs, and helps run daily safety inspections, which need close monitoring. While the work experience has focused on maintenance, she says the job placement has made her aware of the many careers available in aviation.

Veerle recommends that students get involved in work experience placements because the hands-on experience is invaluable. She plans to go on to postsecondary education to learn more about the aviation field and hopes to become a pilot.

"Cooperative education placements get you out in the field of your choice and give you real experience of the workplace. You also meet knowledgeable people who can help you build your own network of contacts," she said.

As of September 2000, all school boards are required to offer to interested high school students out-of-classroom work experiences, such as the Ontario Youth Apprenticeship Program, cooperative education, job shadowing, and other school-work transition opportunities. Committed employers and educators are working together on the **Passport to Prosperity** campaign, which recruits more employers to provide work experience opportunities for high school students. Employers who want to help schools create more work experiences can call 1-800-387-5514 (in Toronto, 416-325-2929) to find out how to contact their school board, nearby high schools and their local business-education council. Also check out www.edu.gov.on.ca/passport.

KEEP YOUR OPTIONS OPEN

I can honestly say that, coming out of high school, I didn't have any idea what I wanted to do with my life, and after four years of university, I still don't. At the time, I was feeling pretty lucky to get into university in the first place and wasn't thinking much beyond that. I majored in political science at Wilfrid Laurier University, not because I knew I wanted to work in politics or government, but because I had at least some interest in politics and figured that I might enjoy it more than anything else. I only had to take one course in political science in my first year, which gave me plenty of opportunity to try a variety of other courses to see what else might interest me. The old cliché that university is just as valuable in showing you what you don't want to do as it is for determining what you do want to do in life was very appropriate in my case. After taking a number of courses in everything from business to philosophy to geography, I figured I would benefit best by remaining in political science.

Even then, however, I didn't know how a degree in political science would help me get a job, whatever job that may be, after university. All you need to do is take a quick look at job postings anywhere to notice that there aren't too many openings for professional political scientists (I know ... I looked). During my four years, though, I did become aware of the employment opportunities that existed in government. I talked to friends and classmates who had summer jobs in various positions in municipal, provincial, and federal governments. I had previously imagined that if I was to work in government, I would be more politically involved, perhaps with a specific party. But as I heard more from my colleagues, the idea of a position in the public service became more appealing. This, along with my previous lack of academic interest in business, persuaded me to pursue a position in government.

A friend then recommended I look into the Ontario Internship Program in the Ontario government. Basically, this

program gives qualified recent graduates an opportunity to experience a variety of positions in the Ontario government over a two-year period. For me, because I was still not sure what I wanted to do, this seemed perfect. After an extensive application and interview process, I found out in June 2001 that I was accepted, and began working in July.

The funny thing is that I'm still not sure what I want to do. I may continue to work in the public service, or I may move to a private sector job. I may choose to stay with the Ontario government, or I may decide to move to the federal or a municipal government, or even work for a political party. I may also choose to stay in the Ontario public service but move to a position in an area I had never considered before. The main point is that I have options and a fair amount of flexibility in where I want to direct my career.

I don't pretend that working in government is for everyone, because I don't believe it is. I do believe, however, that it's right for me and may be appealing to some of you who may not be aware of the opportunities in government. The government, at any level, doesn't get promoted as much as many private sector organizations, but that does not mean it should be eliminated as a career option. So, when you're researching summer jobs and your eventual employment after school, don't ignore the opportunities that exist in government, as some can be quite rewarding. And who knows, you just might enjoy it too. Good luck with wherever your future takes you.

Michael Semansky



NORTHBOUND

D

Get Involved in Your Community!

"What inspires you to create change? What motivates you to make a difference? You may not realize it yet, but there is an overwhelming need for your voice, participation and support to be expressed within your community," says Jennifer Corriero, co-founder of TakingITGlobal and a York University student. "More importantly, the impact that your involvement will have is a lot greater than you may realize. Only after being involved as a volunteer do people realize how much of an impact it can have on their own lives."

"Through volunteering there is the availability to expand your skills, contribute your talents and thoughts to a team, which in turn you gain recognition, confidence, and experience." Amanda Diletti, 22, Stoney Creek

"Volunteerism and community involvement is one of the most integral aspects of a healthy society," says Jennifer. "Working together with dedicated people to solve problems with scarce resources is a great way to spark your creative spirit, while having a meaningful impact at the same time."

"We have faced a number of challenges, especially a marked lack of money and a constant uncertainty about space from which we would work. We have, however, had a great deal of help from many wonderful people, individuals in the business world who have had faith in our dreams, have believed in all that we stand for, and our ability to follow through with our thoughts." Martin Kuplens-Ewart, 18, Markham

If you were connected to a global network of young leaders, would that be enough to encourage you to believe in yourself and your ability to realize your dreams? The thousands of young people from over 130 countries who are involved with the www.TakingITGlobal.org online community seem to think so.

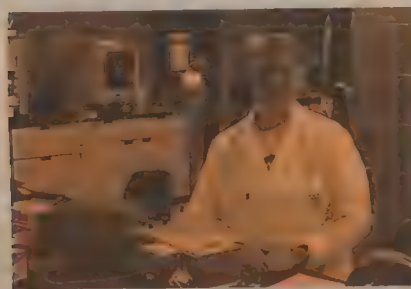
"I have been able to learn about other young people's work around the world which has helped me believe in myself as a youth and my ability to make a positive change in my society." TakingITGlobal member, Ghana

There are many organizations that provide unique opportunities for young people to get involved as volunteers, coordinators, advisers and representatives. It is your talents, perspectives and efforts that can have a powerful impact on the world, if recognized and applied.



Reach for Your Star

My name is Tina Murray, and I would like to share my story with you. When I was a child, my mother had always told me I was a very inquisitive person. I was always looking for answers to how things work. In Grade 11, when I took my first chemistry class, you know when you learn about elements and do experiments, I realized that science suited my inquiring mind, and I decided that I wanted to become a chemical engineering technologist.



However, when I was 21, I became pregnant with my first child. At that time, I decided that I would postpone my education because I also wanted to have two children, two years apart, which is what happened. When my two children were both attending school full-time, I finally registered for college. I told myself that I would provide for them in the best way I knew how, by going to college and getting an education. When I was growing up, I had seen my mother struggle to make sure her five children were well cared for; I didn't want to struggle like that. When I looked at my children, I just knew returning to school was the right thing to do.

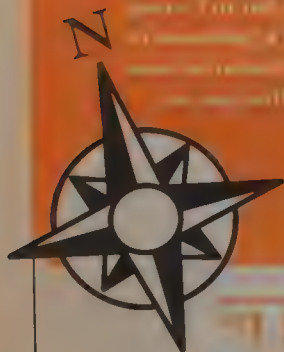
I figured going back to school was going to be easy. Was I fooled! As the academic year progressed, college and life became more and more difficult. As a single mom, not only did I have to study, but I also had to care for the children and the house as well as work to provide for my family. That meant going to work, coming

home, cooking, cleaning, and helping the children with their homework before even looking at mine.

At 33, I am still in school, and still a single mother of two. I graduated as a chemical engineering technician and am currently completing the third year of the chemical engineering technology program at Cambrian College. I have found my years in college difficult at times because I have a learning difficulty with language, which makes it harder for me to retain information while being taught in class. But I have been fortunate because my school has a special needs centre that helps students of all ages to understand our disabilities while providing us with the necessary tools to succeed. One way the centre's staff does this is by helping us to learn how to communicate with our teachers to get extra help if we need it so we are not struggling so much when it comes to note taking and testing. Although I have had to do a lot of extra work at home as a single parent with a learning disability, I have succeeded in the goal I set for myself while I was a teenager, and soon will be graduating as a chemical engineering technologist.

When I look at my children, I know I did the right thing returning to school. I feel I am a good example for them, and I am always telling them how important a good education is. However, if I had to do it all over again, I would definitely attend school at a much younger age before starting a family.

No matter how difficult your life may seem to be at the time, it is important to look ahead and ask yourself, "What do I want to do with my life?" If you are true to yourself, you will make it happen because you are the only one who can. As you can see, I have had many ups and downs, more than could be described here, but I have always told myself that I am a smart person, even though it sometimes takes me a little longer to understand. You need to believe in yourself and reach for your "star". I reached for mine, and although it took a while, I caught it!



"I know I did the right thing returning to school."

NURSING: A RICH AND DIVERSE CAREER FOR LIFE



...ture a nurse. Perhaps the image you conjured up has more to do with past stereotypes. Picture instead fast-paced emergency rooms, busy community health centres, and centres. Nursing is an exciting, diverse profession with unlimited growth opportunities. ...make a difference and use your intelligence, skills and compassion to care for people, then career for you — whether you are male or female. More and more men and students from ethnic and cultural backgrounds are choosing and enjoying nursing careers. ...red nurses are among the most in-demand professionals and enjoy the highest public trust and ly group of professionals. But don't take our word for it; take a closer look at these young nursing professionals and see why nursing is more than a job. It's a career for life.

For more information click on www.rnao.org

NURSING WITHOUT BORDERS

Twenty-seven-year-old Emmet O'Reilly always dreamed of a career helping people and providing international aid to those less fortunate than himself. But it wasn't until he read *Touched by Fire*, a book about Médecins Sans Frontières/Doctors Without Borders, that he decided nursing was the way to go. "The thing that appealed to me most about nursing was the direct patient care, the intimate involvement with people," says Emmet, a senior nursing student at the University of Toronto.

After graduating in 1993 from McGill University with a bachelor of arts degree in philosophy, Emmet considered a career as a chef, but the work didn't satisfy his appetite for helping people. "International aid work always interested me, and about three or four years ago I realized the Third World doesn't need chefs," he recalls. "That's when I decided I needed more practical skills."

As a nursing student, he's had plenty of opportunity to hone his clinical skills through a wide range of student placements. From pediatrics to long-term care

to community mental health, Emmet has barely scratched the surface when it comes to the many choices a career in nursing offers.

"I remember being completely blown away when I discovered how many options there were in nursing," he says. "That's the one thing that people outside of nursing don't understand. Nurses are everywhere."

As chair of the Provincial Nursing Students Interest Group and part of a growing population of male nurses, Emmet encourages high school students to consider nursing. "Don't discount it, especially guys. It doesn't make you any less of a guy to look into nursing." Where does he see himself in three to five years? "Ideally I would like to be working for Doctors Without Borders, but I'm not fussy. It's the work, not the organization," says Emmet.



GIVING BACK TO THE COMMUNITY

Twenty-six-year-old Tina Hua began her nursing career in 1998. After graduating from the University of Toronto, Tina spent one year working in the maternity unit of a downtown hospital and two years working for public health in a downtown, high-density neighbourhood with a high concentration of social housing.

"I always thought it was important to give back to the community," says Tina. "Through my work in public health, I was able to effect change and link families in need with community resources."

Some of the programs Tina was involved in while working for public health include the Healthy Babies, Healthy Children program (linking new mothers to community resources) and lifestyles programs (promoting healthy living through nutrition and physical activity).

Tina is also an active member of the Registered Nurses Association of Ontario and is a voluntary board member of the Central Toronto Community Health Centre. The combination of her professional and volunteer experience inspired Tina to return to school to pursue a master's degree in health administration.

"I always knew I wanted to work in health care," says Tina. "My basic nursing education gave me a great foundation that I can take in any direction." Tina is currently participating in a six-month clinical placement at a long-term care facility, Belmont House, where she works closely with the executive director. Her experience at Belmont House has given her insight into how to manage a 100-bed long-term care facility and provided her with an opportunity to research the feasibility of an Alzheimer's day program for residents.

According to Tina, nursing is a good career choice with a lot of credibility. "People take me seriously when I say I'm a nurse."



COMBINING NURSING AND TECHNOLOGY

For Robin Carriere, a career in pediatric nursing just made sense. "All through high school I was a skiing and swimming instructor and was always interested in teaching kids," says Robin, a 24-year-old informatics specialist. "It just seemed natural to continue working with kids when I moved into the hospital setting."

After graduating in 1999 from Laurentian University in Sudbury with a bachelor of science degree in nursing, Robin took a job as a camp nurse. From there, he went on to work in the pediatric emergency room at the Children's Hospital of Eastern Ontario in Ottawa.

In 2001, Robin moved to Toronto to work as a clinical informatics specialist with the Rouge Valley Health System. The move allowed him to combine his passion for nursing with his interest in computers. "As a clinical informatics specialist, I am primarily responsible for taking my clinical nursing knowledge and applying it to information technology within the hospital," he says.

Despite an early interest in computers, Robin was more interested in nursing. "When I got into nursing, I realized there was a huge gap and that I could combine both my interests," says Robin.

At the Rouge Valley Health System, Robin developed a basic workload measurement tool that nurses could use to record the amount of time spent with patients and consulting with other health-care professionals. The information nurses record using Robin's tool will help the hospital determine the number of nurses needed in the units to cover all shifts.

"A lot of the work I do is considered administrative, but I have no regrets," he says. "Choosing nursing was one of the smartest moves I ever made. I have lots of flexibility to find interesting work and work where I want."



ADVOCATING FOR

As a senior policy analyst at the Nursing Secretariat, Ministry of Health and Long-Term Care (MOHLTC), 32-year-old Lianne Jeffs takes her front-line nursing knowledge and expertise behind the scenes to advocate for the profession at the provincial level. She works with politicians and nursing and health-care organizations to guide policy and funding decisions that create work environments that enable nurses to do exactly what it is they are educated to do — provide high-quality patient care.

"A lot of the work I do is invisible," says Lianne, a registered nurse with a master's degree and 10 years of experience. "It's important for me to understand exactly what nurses do, and the variety of experiences I've had during my short 10-year career helps me look at the bigger health-care picture, and how nursing fits into that picture."

Lianne began her nursing career as a staff nurse at Bloorview MacMillan Children's Hospital. Since that first day on the job, she's had ample opportunity to explore the wide array of career choices available to Ontario's registered nurses. For example, as a health promotion nurse at a university she developed wellness programs for young adults; as a registered nurse in a pediatrician's office she supported parents with new babies and young children; and as a policy analyst at both the MOHLTC and the Registered Nurses Association of Ontario, she's helped shape provincial health policy.

According to Lianne, nursing is fundamentally about people. "It's the opportunity to work with people and make a difference in their lives during very positive and sometimes very difficult situations," she says. "I don't think any other health-care provider makes as big a difference as we do as nurses."

JOB SEARCH

Get help with your job search and career planning; access the Internet; use fax machines and more – for free.

- Many not-for-profit community agencies offer these services free. Call the Job Grow and Training Hotline at the number given at the bottom of this section, and ask for the name of a community employment agency in your area.
- Employment Resource Centres (ERCs) are self-help centres available to everyone. Human Resource Centres (HRCs) have programs and services for current or recent Employment Insurance clients. You can find your local HRC or ERC in the Blue Pages of your phonebook. You can also check the HRDC web site: <http://www.on.hrdc-drhc.gc.ca/>
In Toronto, look up <http://www.possibilitiesproject.com/> and click on Community.
- If you're receiving social assistance, you can also get job search help from your Ontario Works office.
- The Ontario Disability Support Program (ODSP) offers employment support for qualified people who have a disability. Call your local ODSP office (look for the number under "Disability" in the Blue Pages of your phonebook).

BUSINESS START-UP

For information on starting your own business, call the Canada-Ontario Business Service Centre at 416-954-4636 or 1-800-567-2345 or check the web site: <http://www.cbsc.org/ontario/>

VOLUNTEER

Visit your local volunteer centre to find out what volunteer opportunities exist in your community. Look under "Volunteer" in the Blue Pages of your phonebook.

COMMUNITY SERVICES

If you're looking for a particular type of organization, service or program, community information centres can direct you. Look under "Information" or "Community Information" in the Blue Pages of your phonebook.

HAVE QUESTIONS?

Call the Job Grow and Training Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656), or go to the web site: <http://www.youthjobs.gov.on.ca/>

The Job Grow and Training Hotline is a central telephone access point for information on all year-round and summer Ontario government training and employment programs, as well as those offered by other levels of government and community agencies. Information counsellors can assess your needs and provide direction, detailed information and referral to related programs and services.

UPGRADING

WHAT

The Independent Learning Centre (ILC), now under TVOntario, offers:

- Distance Education courses for high school diploma credits or basic skills upgrading; and
- General Educational Development (GED) testing program to enable adults 19 and older to obtain an Ontario High School Equivalency Certificate.

GED testing sessions are scheduled throughout the year in several locations across the province.

You can start an ILC course at any time of the year and study at your own pace.

Adult Learning Centres offer high school diploma credit courses for adults.

Continuing Education provides educational opportunities through a wide range of academic upgrading and general interest courses. These are offered through local:

- district school boards
- universities and colleges

Literacy and basic skills upgrading are offered by various organizations.

TVOntario

TVOntario, the Ontario Educational Communications Authority (OECA), provides quality educational programming services in English and French, using television and other communications technologies. Access information on:

- distance education programs
- co-op education programs
- internships
- part-time programs
- Ontario postsecondary institutions
- apprenticeships

HOW

Distance Education Courses:

- Write to:
ILC
2180 Yonge Street
Toronto ON M4T 2T1
- Call 416-484-2665 or 1-800-463-6886.

GED:

- Call 416-325-3364 or 1-800-573-7022.

For details on courses and GED, go to the web site at <http://www.ilcpei.com>

Call your district school board.

Call a school board, college or university in your area and ask for the continuing education department. Look for CareerMATTERS at www.tvo.org

- Look in the Yellow Pages under "Literacy Courses".

- Look up the web site, at <http://www.tvonario.org>.
- Call 416-484-2600 or 1-800-INFO-TVO.

TVOntario

Where education matters
on air, online

SUMMER JOBS

PLAN YOUR JOB SEARCH

As a first step, ask for help with planning your job search.

Job Search Workshops

Learn about networking, interviews and résumés at a job search workshop, available at:

- Career centres or guidance offices in high schools, school boards, colleges and universities
- Summer Jobs Service (SJS) offices. Get the list of local offices from your guidance office, career centre or at a Human Resource Centre for Students in the spring; or call the Job Grow and Training Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656)
- Human Resource Centres for Students (HRCC-S). Check the web site <http://youth.hrdc-drhc.gc.ca/> for the list of centres; or call the Youth Info Line at 1-800-935-5555.

Job Search Guides

Use a job search guide. The information in Ontario Prospects provides a general overview of job search planning. Ask at any of the offices or hotlines listed above for other guides, such as *And Finally I Did Get a Job* and *The Edge: On Finding a Job or Creating Your Own and Making the Most of It*.

Summer Programs

To learn about government summer programs:

- ask at any of the offices or hotlines listed above
- look up the Youth Opportunities Ontario web site <http://www.youthjobs.gov.on.ca/> and click on Ontario Summer Jobs.

When to Apply

Most summer program applications are available in April, but some are available earlier:

- Federal Student Work Experience Program (FSWEP) – available in the autumn for the following summer, as well as for part-time school-year employment
- Ontario-Quebec Summer Student Job Exchange Program – available in January.

Web Sites — only a CLICK away

These Internet sites target specific groups and are terrific starting points for career information in Ontario.

(<http://www.edu.gov.on.ca/eng/career>) is designed for students in Grades 7 to 12/OAC. It contains annotated links to over 500 resources dealing with career exploration, job search skills, student skills and resources, workplace issues, postsecondary education, distance education and training.

Another great site (<http://osca.ouac.on.ca>) is a resource for teacher-counsellors and other educators, and provides extensive annotated links to educational, occupational and professional resources. The "Resources for Students" section contains links to career exploration, postsecondary education, study skills, résumé writing, and summer and enrichment opportunities resources.

(<http://www.on.workinfo.net.ca>), connects you to hundreds of sites with job and career information for Ontario residents, the best sites on finding work or creating your own job, choosing a career, and getting training or more education. OnWIN provides links to other WorkInfoNet sites across Canada, and is managed by partners specializing in information about the Ontario labour market.

For more research and labour market information sites provide access to labour market information sources in Ontario (<http://www.on.hrdc-drhc.gc.ca/english/mi>) and a wide array of North American socio-economic research and career and job information sites.

EXPLORE YOUR CAREER OPTIONS

Women In Motion
<http://www.women-in-motion.org>

MazeMaster
<http://www.mazemaster.on.ca/>

Job Futures
<http://www.jobfutures.ca>

Career Directions
<http://www.careerdirectionsonline.com>

Career Development Manual Online
(University of Waterloo)
<http://www.acdm.uwaterloo.ca/infocecc/CRC/manual-home.html>

WorkSearch
<http://worksearch.gc.ca/english/index.pl>

UPGRADE YOUR EDUCATION AND SKILLS

CanLearn Interactive
<http://www.canlearn.ca>

Education in Canada
<http://www.educationcanada.cmec.ca>

CareerMATTERS (TVO)
<http://careermatters.tv.o.g>

School Finder
<http://www.schoolfinder.com>

Independent Learning Centre
<http://www.ilcoci.com>

Ontario Youth Apprenticeship Program (OYAP)
http://www.edu.gov.on.ca/eng/training/apprenticeship_oyap.html

FUND YOUR EDUCATION

Ontario Student Assistance Program
<http://osap.gov.on.ca/eng/intro.htm>

Canada Student Loans Program
http://www.hrdc-drhc.gc.ca/student_loans/engraph/common/index.shtml

Scholarship Finder
<http://www.scholarshipscanada.com>

StudentAwards.com
<http://www.studentawards.com>

START YOUR JOB HUNT

Cool Jobs Canada
<http://www.cooljobsCanada.com>

Workopolis - Jobs in Ontario
http://jobs.workopolis.com/jobshome/db/work2_prov_city?provinces=Ontario

Monster.ca Jobs <http://jobsearch.monster.ca>

JobSearch.ca <http://jobsearch.ca>

Career Click <http://www.careerclick.com>

Public Service Commission of Canada - Recruitment <http://jobs.gc.ca/>

Telecommuting Jobs <http://www.tjobs.com>

Contingent Work
<http://www.jobjuggling.com>

Skilled Trades
<http://www.skilledtrades.ca>

YOUTH

Youth Opportunities Ontario
<http://youthjobs.gov.on.ca/eng.html>

Job Connect
<http://www.edu.gov.on.ca/eng/training/cepp/cepp.html>

CFIB Youth Web
http://www.cfib.ca/youth/default_e.asp

Youth Link (HRDC)
http://www.youth.gc.ca/youthlink/vhlink_e.shtml

STUDENTS AND GRADUATES

Campus Worklink
<http://www.campusworklink.com>

Career Edge <http://www.careeredge.org>

Ontario Internship Program 2002
<http://www.internship.gov.on.ca/mbs/sdb/intern.nsf>

Post-Secondary Recruitment Campaign (federal)
<http://www2.psc-cfp.gc.ca/psc/psr2/applicant/language?action=applicant.splashscreen&lang=en>

AUCC Youth International Internship Project
<http://www.aucc.ca/en/programs/yiiip-dfait.html>

Student Life Education
<http://www.studentlifeeducation.com>

SUMMER JOBS

Summer Employment Programs
<http://www.gov.on.ca/MBS/english/summer/index.html>

Ontario Summer Jobs
<http://www.edu.gov.on.ca/eng/document/brochure/summerbe.html>

Student Summer Job Action
<http://youth.hrdc-drhc.gc.ca/programs/summer.shtml>

Young Canada Works
<http://www.pch.gc.ca/yow-jct/english/overview.htm>

Federal Student Work Experience Program (FSWEP)
http://jobs.gc.ca/fsweep/pteresstudent/index_e.htm

Summer Jobs - Ontario
<http://summerjobs.com/dol/where/jobtree/Canada/ON>

START A BUSINESS IN ONTARIO

Ontario Business Connects
<http://www.ccr.gov.on.ca/obcon/welcome.htm>

Starting a Small Business in Ontario
http://www.cbsc.org/ontario/starting_index.html

Canada Business Service Centres - Ontario (CBSCO)
http://www.cbsc.org/ontario/index_2.html

Ontario Employment Standards
<http://www.gov.on.ca/LAB/es/es.htm>

Occupational Health and Safety - Ontario
<http://www.gov.on.ca/LAB/ohs/ohsc.htm>

ENTREPRENEURS SELF-EMPLOYED

Young Entrepreneurs Program
<http://www.ontario-canada.com/yp>

Young Entrepreneur Financing Program
<http://www.bdc.ca/scripts/site/display-product.asp?click=Financial+Products>

Canadian Youth Business Foundation (CYBF)
<http://www.cybf.ca>

Junior Achievement of Canada (JACAN)
<http://www.jacan.org>

Canadian Innovation Centre (CIC)
<http://www.innovationcentre.ca>

REALM magazine
<http://www.realm.net/index-e.cfm>

Strategis <http://strategis.ic.gc.ca/engdoc/main.html>

ABORIGINAL PEOPLES - Youth Education and Training

Aboriginal Youth Network
<http://www.ayn.ca>

Directory of Private Sector Funding for Aboriginal Students
<http://www.ayn.ca/education/scholar%5Fpage1.htm>

Barrie Area Native Advisory Circle (BANAC)
<http://www.banac.on.ca/default.htm>

Gezhoosig Employment and Training - Sudbury <http://www.gezhoosig.ca>

Grand River Employment and Training (GREAT) - Ohsweken <http://www.greatsn.com>

Miziwe Biik Aboriginal Employment and Training - Toronto
<http://www.miziwebiik.com/main.html>

Pine Tree Native Centre of Brantford Employment Program
<http://www.nativepine.com/offreserve.html>

Aboriginal Institutes Consortium (AIC) - Ontario <http://www.aboriginalinstitute.com>

ABORIGINAL PEOPLES - Jobs

Employment Center (AYN)
http://www.ayn.ca/employment/employ_mainpage.htm

Aboriginal Programs (PSC)
http://jobs.gc.ca/fsweep/ptere/student/aboriginal_e.htm

Aboriginal Recruitment Coordination Office (ARCO) <http://www.arco.on.ca>

CareerPlacer Recruitment service by Native Women's Association of Canada <http://www.careerplace.com>

ABORIGINAL PEOPLES - Business Development

Aboriginal Business Development Online <http://www.aboriginalbusiness.on.ca/index.asp>

Aboriginal Business Canada - Youth Entrepreneurship
<http://www.abc.gc.ca/criteria/engdoc/youth.html>

Aboriginal Youth Business Council
<http://www.aybc.org/main.html>

Aboriginal Business Service Network (ABSN) - Ontario
http://www.cbsc.org/ontario/ABSN/main_e.html

Aboriginal Business Map (Strategis)
<http://strategis.ic.gc.ca/cgi-bin/scdt/bizmap/launch.pl?level=0&lang=E&prefix=ba>

ABORIGINAL PEOPLES - Government

Assembly of First Nations
<http://www.afn.ca/>

Ontario Native Affairs Secretariat (ONAS)
<http://www.nativeaffairs.jus.gov.on.ca/english/onas.htm>

Indian and Northern Affairs - Programs and Services
<http://www.ainc-inac.gc.ca/>

PEOPLE WITH DISABILITIES

Indie, Integrated Network of Disability Information and Education
<http://indie.ca>

Accessibility Guide - Scholarships for Disabled People (CanLearn)
<http://laurence.canlearn.ca/english/learn/newaccessguide/scholarships.shtml>

Project Advance - York University
http://www.yorku.ca/cdc/ldp/project_advance/advance.htm

WORKink Virtual Employment Resource Centre
<http://www.workink.com>

WORKink Ontario
<http://on.workink.com/default.asp>

JANcana - Job Accommodation Network
<http://on.workink.com/jancana.htm>

Gateway to Diversity
http://www.equalopportunity.on.ca/english_g

Removing Barriers [to Disability]
http://www.equalopportunity.on.ca/english_g/Themes/index.asp?dir_id=787

NEWCOMERS TO CANADA

Access to Professions and Trades (APT)
http://www.equalopportunity.on.ca/english_g/apt

GOVERNMENT TRAINING ECONOMIC DEVELOPMENT PROGRAMS AND SERVICES FOR YOUTH AND ENTREPRENEURS

Human Resources Development Canada - Ontario Region
<http://www.on.hrdc-drhc.gc.ca>

Agriculture and Food
<http://www.gov.on.ca/OMAFRA>

Citizenship
<http://www.gov.on.ca/citizenship/english/index.html>

Consumer and Business Services
<http://www.cbs.gov.on.ca>

Community, Family and Children's Services
<http://www.gov.on.ca/CSS>

Enterprise, Opportunity and Innovation
<http://www.2.ontario-canada.com/English/home.htm>

Education and Training, Colleges and Universities
<http://www.edu.gov.on.ca>

Finance
<http://www.gov.on.ca/fin>

Natural Resources
<http://www.mnr.gov.on.ca>

Northern Development and Mines
<http://www.mdm.gov.on.ca/mdm/ndmhpe.htm>

Ontario Women's Directorate
<http://www.gov.on.ca/mccr/owd>

* These web site addresses were in effect when Ontario Prospects went to print

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following: • High school college university career centres guidance offices, school libraries, computer labs • Public libraries • Human Resource Centres for Students (HRCs) • Employment Resource Centres (ERCs) • Not for profit community agencies • Job Connect offices • Business self-help offices and municipal small business resource centres (see your Blue Pages) • Cyber cafes (for an hourly fee) • Family members or friends. If you need help finding these facilities, see "Consult the Experts" on page 24.

APPLY OVER THE WEB!



High school graduates of 2003 will be able to apply online to the colleges and universities of their choice. Thanks to the

Secondary School On-Line

Application (SSOLA) system, students can apply, pay application service fees, and make some amendments to their applications, all online.

In November and December 2001, the Ontario Universities' Application Centre (OUAC) and the Ontario College Application Service (OCAS) ran a pilot project with several thousand secondary school students from across the province who were seeking admission to Ontario colleges and universities for 2002/03. Students were given personal identification numbers with which to access the systems of both centres. Applicants applied for admission entirely online within set deadlines. They could also pay their application service fees and make amendments to their application choices and other non-academic data online. Secondary school guidance counsellors accessed students' electronic files to verify academic data.

Erin Lemieux of Eastwood Collegiate Institute in Kitchener was the first to submit her university application through the pilot system. It was "easy to follow, user-friendly, and most efficient," she says. From her home in Guelph, Erin reviewed her final program options, applied to three university programs, and paid the application fee online in a matter of minutes. Organized and prepared, Erin researched her university program options in advance. She attended the Universities Fair held in Toronto last September, where she spoke with the head of the Drama Department at the University of Windsor. That conversation influenced her application choices and decided her on her career objective, which is to become a musical theatre performer.

Students at Cameron Heights Collegiate Institute in Kitchener have praise for the new system: "The online application is a lot easier than filling in a paper application," says Josh Dickson. "The tutorial really helped. The application process was very simple and making changes was easy," adds Brian Flatt. "The online application was convenient. I found it helpful to be able to see my grades on the online application. It was good to be able to go to one place for information online," says Amy Kalmar. Peter Shepherd, head of Guidance at Cameron Heights, adds, "The process was much easier for counsellors. There was a lot less paperwork. It was nice to be able to go online to see who had applied and their overall status. The tutorials were very good."

"The technical support was great, very patient and friendly. It was sure nice to see all that paperwork disappear," says Jed Ruberto, guidance counsellor at Hillcrest High School in Thunder Bay. "SSOLA was a gift of time to me. Each day, as students who were heading to college and university were busy with their applications, I was free from tracking application forms, ensuring security of cheques, and meeting deadlines for mailing to OUAC and OCAS," says Hazel Hislop, guidance secretary at Forest Heights Collegiate in Kitchener.

"At l'École secondaire Louis-Riel, we are pleased with the online application. Students found it quite easy to fill in the application. As for myself, I am pleased with the help I got all along. It was a lot less time consuming for the counsellors this year," says Gladys Rocque, at École secondaire publique Louis-Riel in Orleans.

Dan Dopko, program support consultant at Waterloo Region District School Board, calls the new system "an excellent blend of past practices, current technology, and student working preferences that provides an accurate, efficient system for applying to college and university programs". He adds, "Cleaner, clearer processes have resulted

in more accurate and simpler applications to the colleges and universities."

OUAC and OCAS have had online applications available for several years for other categories of applicants, such as those applying for medicine or teacher education, and for foreign applicants and non-secondary undergraduates. Now, for the first time, Ontario secondary school students will be given the option. OUAC executive director Gregory Marcotte notes the need to make the transition to postsecondary education as convenient and problem-free as possible for the greater number of secondary school applicants expected for 2003 admissions.

Rosemary Stevens, Director of Application Processing at OCAS, adds, "Students told us that they found the online application process fast and user-friendly. From our end, we were able to get application information to the colleges faster. We consider the project a success and look forward to offering the online application to secondary schools throughout the province this fall.

Erin's advice: "Plan ahead, research the institutions and programs available, discuss your options and career plans with others. By all means, apply over the web." For more information, visit OUAC at www.ouac.on.ca and OCAS at www.ocas.on.ca.



Where Are the GRADUATES?

Ninety-one per cent of the Ontario college graduates who graduated in 2000 found work within six months of graduation, and more than two-thirds of them found full-time employment in areas related to their field of study, according to the 1999-2000 *Employment Profile of College Graduates and Their Employers*. More than 33,700 graduates and 7,700 employers took part in the survey.

THE EMPLOYMENT REPORT, WHICH PROFILES 1999/2000 COLLEGE GRADUATES, SHOWS THAT

- 91 per cent of graduates who sought work were working, an increase of 1 per cent over the previous year;
- 91 per cent of employers were very satisfied or satisfied with the quality of education employees received at college, a rating that remained the same as the previous years; and
- More than 82 per cent of graduates were very satisfied or satisfied with the education they received, an increase of 2 per cent over last year's survey.

A SAMPLING OF EMPLOYMENT RATES AND AVERAGE SALARIES FOR SPECIFIC PROGRAMS SHOWS THAT

- 97.6 per cent of graduates of dental hygiene programs are employed and earning an average salary of \$54,688;
- 96.2 per cent of electrical engineering technology graduates are employed and earning an average salary of \$37,040;
- 98.2 per cent of instrumentation engineering technology graduates are employed and earning an average salary of \$35,761;
- 95.5 per cent of medical imaging technology graduates are employed and earning an average salary of \$36,777; and
- 93.7 per cent of business marketing graduates are employed and earning an average salary of \$28,838.

The full study is available at www.edu.gov.on.ca under Postsecondary Education. Also see "CareerPath" at www.careers.ocas.on.ca for testimonials from college graduates and employers.

According to the 1998 Ontario University Graduate Placement Survey, administered by the Ontario Universities' Application Centre, an average of 94.6 per cent of Ontario university graduates from undergraduate programs are employed after six months and 97.2 per cent are employed after two years. For further details about employment rates by university program, go to www.edu.gov.on.ca and click on Postsecondary Education, Employment Survey and Key Performance Indicators.

Dave Weldon is one of five ambassadors travelling the province visiting parents, students and staff of local secondary schools to answer questions about the double cohort. The double cohort refers to those students who entered Grades 11 and 12 in September 2001 and will graduate at the same time in 2003.

"I've been making presentations to groups in the Greater Toronto Area and southwestern Ontario since last October," says the retired secondary school principal. "Our goal is to reassure parents and students that every willing and qualified student will be able to attend college or university."

Double cohort ambassadors like Weldon have visited more than 20 communities across the province since the fall of 2001. They are part of the government's Double Cohort Ambassador Program, which was developed to ensure that students in the cohort are ready for the next step in their future.

He explains that one of the common questions he is asked by students is what marks they need to be admitted to their program of choice. "That's why we have representatives from local universities and community colleges on hand to answer questions about the entry requirements of specific programs," he says.

Another common question is whether universities will treat students graduating from the new system differently from those graduating from the old system. "The government and universities are committed to the principle that students' chances of gaining admission to a university will be the same," he says.

Weldon adds that parents want to be reassured that, with so many students applying at the same time, there will be enough room for everyone. During the meetings he outlines the steps the government has taken to ensure there are enough spaces for all willing and qualified applicants. For example, Weldon explains that the government, with its partners, is investing \$1.8 billion to create 73,000 new student spaces at campuses across the province. The government has also committed to increasing its support for postsecondary institutions by \$293 million by 2003/04, to help them hire new faculty required to respond to the increased enrolment.

Students, parents and secondary school staff interested in having an ambassador visit their community should contact the Public Inquiries Unit at the Ministry of Training, Colleges and Universities by phone at 416-325-2929 or 1-800-387-5514, or send an e-mail to info@edu.gov.on.ca.

POSTSECONDARY EDUCATIONAL INSTITUTIONS AND OPPORTUNITIES IN ONTARIO

Your postsecondary and your local library have university and college directories.

COLLEGES

For further information on admission requirements, programs, fees and residences, contact

Algonquin College of Applied Arts and Technology

1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
Admissions: (613) 727-0002
Registrar: (613) 727-4723 ext. 5021
Toll-free: 1-800-565-4723
<http://www.algonquin.on.ca>

Cambrian College of Applied Arts and Technology

1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: (705) 566-8101, ext. 7300
Toll-free: 1-800-461-7145
<http://www.cambrian.on.ca>

Canadore College of Applied Arts and Technology

100 College Dr.
Box 5001
North Bay, Ontario P1B 8K3
Phone: (705) 474-7600, ext. 5123
<http://www.canadore.on.ca>

Centennial College of Applied Arts and Technology

P.O. Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll-free: 1-800-768-4419
<http://www.centennialcollege.ca>

College Boreal

21 boulevard Joliette
Sudbury, Ontario P3A 8B1
Phone: 705-560-6673
Toll-free: 1-800-361-6673
<http://www.boreale.on.ca>

Conestoga College of Applied Arts and Technology

299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: (519) 748-5220
<http://www.conestoga.on.ca>

Confederation College of Applied Arts and Technology

1450 Naxina Dr.
P.O. Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: 807-475-6110
Toll-free: 1-800-465-5493
(Ontario and Manitoba)
<http://www.confederation.on.ca>

Durham College of Applied Arts and Technology

P.O. Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: 905-721-2000
Registrar: 1-800-461-3260
<http://www.durham.on.ca>

Fanshawe College of Applied Arts and Technology

P.O. Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: (519) 452-4430
<http://www.fanshawec.on.ca>

George Brown College of Applied Arts and Technology

P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll-free: 1-800-265-2002
<http://www.gbrown.on.ca>

Georgian College of Applied Arts and Technology

One Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: (705) 728-1951
<http://www.georgian.on.ca>

Humber College of Applied Arts and Technology

205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6622
Toll-free: 1-800-268-4867
<http://www.humber.on.ca>

La Cité collégiale

801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: (613) 742-2483
Toll-free: 1-800-267-2493
<http://www.lacite.on.ca>

Lambton College of Applied Arts and Technology

1457 London Rd.
Sarnia, Ontario N7S 6K4
Phone: (519) 542-7751
<http://www.lambton.on.ca>

Loyalist College of Applied Arts and Technology

P.O. Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: (613) 969-1913
Toll-free: 1-888-569-5478
<http://www.loyalist.on.ca>

Mohawk College of Applied Arts and Technology

Fennell Ave. and West 5th
Box 2034
Hamilton, Ontario L8N 3T2
Phone: (905) 575-1212
<http://www.mohawk.on.ca>

Niagara College of Applied Arts and Technology

300 Woodlawn Rd.
Welland, Ontario L3C 7L3
Phone: (905) 735-2211
Admissions: ext. 7618
<http://www.niagarac.on.ca>

Northern College of Applied Arts and Technology

Highway 101 East
P.O. Box 3211
Timmins, Ontario P4N 8R6
Phone: (705) 235-3211
<http://www.northern.on.ca>

St. Clair College of Applied Arts and Technology

2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: (519) 966-1656
Admissions: (519) 972-2759
<http://www.stclair.ca>

St. Lawrence College of Applied Arts and Technology

2288 Parkdale Ave.
Brockville, Ontario K6V 5X3
Phone: (613) 345-0660
<http://www.sl.on.ca>

Sault College of Applied Arts and Technology

P.O. Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: (705) 759-6774
Toll-free: 1-800-461-2260
<http://www.sault.on.ca>

Seneca College of Applied Arts and Technology

1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-9050
<http://www.seneca.on.ca>

Sheridan College of Applied Arts and Technology

1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: (905) 845-9430
<http://www.sheridanc.on.ca>

Sir Sandford Fleming College of Applied Arts and Technology

599 Brealey Dr.
Peterborough, Ontario K3J 7B1
Phone: (705) 749-5530
<http://www.flemingc.on.ca>

College d'Alfred

C.P. 580
31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: (613) 679-2218

Kemptville College

830 Prescott St. Box 2003
Kemptville, Ontario K0G 1J0
Phone: (613) 258-8336

Michener Institute for Applied Health Sciences

Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: 416-596-3177

Niagara Parks Commission School of Horticulture

Admissions
P.O. Box 150
Niagara Falls, Ontario L2E 6T2
Phone: (905) 356-8554

Ridgetown College of Agricultural Technology

Director
120 Main St. East
Ridgetown, Ontario N0P 2C0
Phone: (519) 674-1500

ONTARIO UNIVERSITIES and COLLEGES OF ARTS and DESIGN

For liaison information, contact:

Algoma University College

1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: (705) 945-2301
Toll-free: 1-888-254-6628
<http://www.aug.ca>

Brock University

500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: (905) 688-5550
<http://www.brocku.ca>

Carleton University

1125 Gurney Dr. Drive
Ottawa, Ontario K1S 5B6
Phone: (613) 520-7400
Toll-free: 1-888-754-4474
(Ontario and Quebec)
<http://www.carleton.ca>

College dominicain de philosophie et de théologie

96 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: (613) 277-5696
Toll-free: 1-877-233-6697
<http://www.collegedominicain.com>

Collège universitaire de Hearst

C.P. 582
Hearst, Ontario P0J 1Y0
Phone: (705) 372-1781
Toll-free: 1-800-827-1781
<http://www.unsh Hearst.edu>

University of Guelph

50 Stone Road East
Guelph, Ontario N1G 2W1
Phone: (519) 821-2130
<http://www.uoguelph.ca>

Lakehead University

955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: (807) 343-8110
Toll-free: 1-800-465-3959
(Ontario, Manitoba, Saskatchewan)
<http://www.lakeheadu.ca>

Laurentian University

935 Ramsey Lake Rd. 11th Floor
Sudbury, Ontario P3E 2C5
Phone: (705) 675-1151
Toll-free: 1-800-263-4188
<http://www.laurentian.ca>

McMaster University

1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: (905) 525-9100
<http://www.mcmaster.ca>

Nipissing University

P.O. Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: (705) 474-3450
Toll-free: 1-800-655-5154
<http://www.nipissing.ca>

Ontario College of Art & Design

100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
<http://www.ocad.on.ca>

St. Paul University (federated with the University of Ottawa)

223 Main St.
Ottawa, Ontario K1S 1C4
Phone: (613) 236-1393
<http://www.uspaul.ca>

University of Ottawa

550 Cumberland St.
Ottawa, Ontario K1N 6N5
Phone: (613) 562-5800
Toll-free: 1-877-868-6292
<http://www.ottawa.ca>

Queen's University

99 University Ave.
Kingston, Ontario K7L 3N6
Phone: (613) 533-2000
<http://www.queensu.ca>

Royal Military College of Canada

P.O. Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: (613) 541-6000
<http://www.rmc.ca>

Ryerson University

350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
<http://www.ryerson.ca>

University of Toronto

St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2190
<http://www.utoronto.ca>

Trent University

1600 West Bank Drive
Peterborough, Ontario K9J 7B8
Phone: (705) 748-1011
Toll-free: 1-888-139-8885
<http://www.trentu.ca>

University of Waterloo

200 University Ave. W.
Waterloo, Ontario N2L 3G1
Phone: 519-888-4567
<http://www.uwaterloo.ca>

University of Western Ontario

1151 Richmond St.
London, Ontario N6A 5B8
Phone: (519) 861-2111
<http://www.uwo.ca>

Wilfrid Laurier University

75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: (519) 884-1970
<http://www.wlu.ca>

University of Windsor

401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: (519) 253-4232
Toll-free: 1-800-864-7880
(Ontario and Quebec)
<http://www.uwindsor.ca>

York University

4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-2100
<http://www.yorku.ca>

DISTANCE EDUCATION and CORRESPONDENCE STUDY

Contact North: Distance Education and Training Network

If there is no listing for Contact North in your local telephone book, call 1-800-561-2222, or contact one of the two regional coordinating centres:

Northwest Regional Coordinating Centre

1139 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: (807) 344-1616
Fax: (807) 344-2390

Northeast Regional Coordinating Centre

410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: (705) 560-2770
Fax: (705) 525-0136

OntarioLearn.com - a consortium of 22 English colleges offering on-line courses

<http://www.ontariolearn.com/>

For information about particular courses, write to

The Ontario Association of Career Colleges

233 Dufferin St.
Suite 402, Attn: Bill Mac
Brampton, Ontario N3T 5N3
Phone: (519) 352-2124
Fax: (519) 752-3649

Further information may be obtained from Superintendent

Private Vocational Schools Unit

Ministry of Training, Colleges and Universities
10th Floor, Mowat Block
300 Bay St.
Toronto, Ontario M7A 1L2
Phone: 416-314-0500
Fax: 416-314-0499

Anishnabek Educational Institute

P.O. Box 111
North Bay, Ontario P1B 8J8
Phone: 705-437-9127
Fax: 705-437-9135
Toll-free: 1-800-334-3330
<http://www.anishnabek.ca/aei>

First Nations Technical Institute

Old Rock Road
Oshkosh, Ontario K0K 1A0
Phone: (613) 396-2122
Fax: (613) 396-2161
<http://www.fnti.on.ca/fnti.html>

Kemgwin Teg Educational Institute

30 Lakeshore Drive, P.O. Box 162
Midway, Ontario P0P 1G0
Phone: 705-377-4342
Fax: (800) 211-4378
Toll-free: 1-888-536-5439
<http://www.kteite.net>

Ishkilo Akwesasne Adult Education

P.O. Box 10
Cobden, Ontario K6H 5T3
Phone: (613) 675-0754
Fax: (613) 675-1478

Mamaweswen Training Institute

Box 2049
1 Industrial Park Rd. E.
Brimley, Ontario P0R 1B0
Phone: 705-356-1691
Fax: 705-356-1090

Original Peoples Learning Centre

219 Front St. E.
Toronto, Ontario M5A 1E8
Phone: 416-966-1575
Fax: 416-966-1577
<http://www.oplcc.org/oplcc>

Oshk-Pimache-O-Win Education And Training Institute

101 Dundas Ave. 2nd Floor
Thunder Bay, Ontario P7C 4Z2
Phone: (807) 346-2770
Fax: (807) 346-7924
Toll-free: 1-866-636-7454
<http://www.oshk.ca>

Seven Generations Education Institute

1179 Bayview Drive, Box 297
Fort Frances, Ontario P9A 3M6
Phone: 807-274-2796
Fax: (807) 274-8761
Toll-free: 1-800-668-6279
<http://www.7generations.org>

Six Nations Polytechnic

P.O. Box 700
Ohsweken, Ontario N0A 1M0
Phone: (519) 445-0023
Fax: (519) 445-4416
<http://www.snpolytechnic.com>

Aboriginal Institutes' Consortium

188 Mohawk St.
Brampton, Ontario N3S 2X2
Phone: (519) 753-3125
Fax: (519) 753-5616
<http://www.aboriginalinstitute.com>



CAREER CRUISING

Finding the right career, planning life after high school, meeting real people in the jobs that interest you — that's what's challenging thousands of Ontario students every day to Career Cruising, Canada's most popular online career guide.

"We've had great support from educators," says Matt McQuillen, Career Cruising's president and co-founder. "The key for us is helping students get the information they need for today's challenging job market."

Already, more than 10,000 students are logging in at www.careercruising.com each day, many of them after

regular school hours. "At first we thought students were doing it just for homework," jokes Matt. "But then we got tons of e-mails from students telling us that they loved the program and were using it even in their own time."

Career Cruising offers much more than just the stats on each job. One of the coolest things about the site is that you get to meet real people in every career. The web site contains over 900 multimedia interviews with people in every career, from auto mechanic to zoologist. And if

you're like most students and not sure where to start, Career Cruising also has an interactive quiz — Career Matchmaker — that can help you figure out which careers match your interest and personality.

"Career Matchmaker is one of the top assessment tools in the world," says Jeff Harris, another of Career Cruising's creators. "It gives you a lot of interesting feedback on how different careers match your interests, something that other assessments really don't do."

Community college and university information is another

big part of the web site. The past year saw the addition of up-to-date information on all Canadian college and university programs, direct links from each career to the education or training programs you need, and a comprehensive database of U.S. colleges for students considering studying in the United States.

"Counsellors and students were telling us that they needed more information on colleges and other post-secondary destinations," Matt explains. "This spring we will be adding a big section on apprenticeship and skilled trades. This means that students will have everything they need on one easy-to-use web site."

How can you log on at www.careercruising.com? Every school in Ontario has a special username and password that students can use at school or at home. Ask your guidance counsellor or your co-op or career studies teacher for your school's username and password. You can also send an e-mail with your school's name, school board, and city to support@careercruising.com, or call 1-800-965-8541, extension 24. Happy Cruising!

Know about trends in the economy



In 2001, there were more than 15 million people working in Canada. About one-quarter of them were producing goods (manufacturing, natural resources, agriculture), and about three-quarters were in services (retail and wholesale sales, teaching, health care, business services, hairdressing, and so on).

In every industry, occupations are becoming more information- and service-based because of new technology. These days, even the "old" economy sectors, such as farming or fishing, typically incorporate new technology. Work is usually generated in the fastest-growing industries of the economy. However, even though new technology increases productivity, some industries can grow without creating a lot of new occupations. Read on to learn more about some of the industries gearing up for growth.

WHERE WILL THE JOBS BE?

Every year, the Bank of Montreal, like other banks, predicts how the Canadian economy will perform over the next few years. This information is important if you're trying to decide what to study, or where you want to work.

The bank forecasts which industries are likely to hire new employees, and the kinds of positions these industries will need to fill. According to this year's report, the bank expects that Canada will create over a million positions in the next five years. Where will they be?

• OIL AND GAS

This sector is a good place to look for opportunities because of growth and a shortage of workers with skills specifically required in this industry. The next few years will see a lot of pipeline construction to meet market demand for both natural gas and oil. The consensus is that there will be a shortage of experienced engineers, geologists and field workers.

• MINING AND METALS

Work in the mining industry was reduced throughout the 1990s, but the bank's forecast says that from 2002 onwards the industry will begin to expand again. Productivity improvements, including new machinery and the use of advanced technology, however, will limit the number of new positions. Nevertheless, there will be openings for skilled tradespeople to operate the new machinery and to replace the skilled workers who will be retiring.

• MOTOR VEHICLES AND PARTS

Although the automotive industry is not likely to create new opportunities in the next few years, many of its skilled tradespersons (automotive service technicians, millwrights, tool and die makers, electricians, machinists) are about to retire. This will create openings at the apprentice level. People with computer skills will have an employability edge.

• ELECTRICAL AND ELECTRONIC PRODUCTS

The electrical and electronics industry is one of the fastest-growing industries in Canada. This trend will continue, as customer demand for information technology shows no sign of slowing down. Productivity improvements will create opportunities in areas such as wireless, broadband, Internet and satellite communications. People with experience in engineering and engineering technology, as well as people with strong software skills, will benefit most.

• CONSTRUCTION

Residential construction will grow quickly over the next few years. The building of more houses, condos and apartment buildings will mean more openings for apprentices in carpentry, welding, masonry, heating, insulation and air-conditioning, the electrical trades and plumbing.

• TRANSPORTATION SERVICES

The transportation services industry, such as trucking and shipping, will see steady growth after 2002. Productivity improvements may limit opportunities, but there will be a shortage of trained and experienced drivers. New entrants with the right training should easily find opportunities. This is especially true in western Canada, where trucking associations report widespread shortages of trained drivers.

• COMMUNICATIONS

This industry has grown twice as fast as the overall economy for the past few years, although growth will slow down. The driving forces in the sector will be wireless telecommunication products and services, Internet access, data transmission and satellite broadcast distribution. There will be openings for skilled computer and electronics technicians—especially those with two to five years' experience.

• WHOLESALE AND RETAIL TRADE

Wholesale and retail sales grow at the same rate as the economy. New sales positions will be limited in the next couple of years because economic growth is expected to be slow. But this area of the economy is so large (about 2.3 million people work in this industry) that even modest increases will create a lot of opportunities. Some areas, such as "big box" stores that sell hardware, clothing and furniture, will be expanding faster than the industry as a whole, and will be looking for entry-level workers who are willing to be trained for long-term or management positions.

• GOVERNMENTS, HOSPITALS AND SOCIAL SERVICES, AND EDUCATION

This group of industries will produce about 125,000 positions in the next five years. Many of the occupations (such as teaching, nursing, and social work) require specialized training. However, there are likely to be many entry-level opportunities for clerical and administrative workers, road crews and maintenance workers. Skilled workers will also be needed to replace retiring workers.

• AIRCRAFT AND AIRCRAFT PARTS

The Canadian aerospace industry is now the fifth largest in the world, according to the Aerospace Industries Association of Canada. Canadian companies are active in international markets, especially in the production of small regional and commuter aircraft. Over the next few years, the industry will grow a lot faster than the economy as a whole, and its ability to grow will be affected by shortages in a number of areas. Most important will be skilled tradespersons, including specialists in both aircraft maintenance and repair and overhaul. The ability of small- and medium-sized companies to expand will be limited by shortages of skilled aircraft designers, as well as of senior and junior managers with design and computer skills.

WHAT'S NEXT?

There's going to be lots of growth in a variety of sectors within the Canadian economy over the next few years. Knowing where the opportunities resulting from that growth are and how they can affect you is a great basis for making your career decisions. Read newspapers and magazines, and keep an eye on financial forecasts. By staying on top of the labour market, you'll stay on top of opportunity.

INDUSTRY SECTORS: OPPORTUNITY KNOCKS

Sector councils and industry associations can be great sources of career information. Check out the web sites in the following articles and in the box on the right-hand side of page 30.

CAREERS IN THE CULTURAL SECTOR

More than 800,000 Canadians work in Canada's cultural sector, including people in publishing, theatre, films, multimedia, music, heritage and art. One of those people is Suzie Vinnick, a singer and songwriter who has been playing and touring since she was 15. "I've had to ... put on a show after some pretty long drives," says Suzie. "But while the road is not always lucrative financially, spiritually it's very fulfilling." Suzie says she thinks of touring as a paid holiday. "I get to see the country coast-to-coast. I see friends and family and I make a lot of great new friends."

More than half of those employed in the cultural sector work in "non-standard" jobs (compared to about one-fifth of the general workforce). About a third of the cultural workforce is self-employed. The education, training and experience you'll require is as varied as the cultural opportunities available. Still, if your interests and passions centre on art and culture, a career in this sector may be just what you're looking for.

MORE INFORMATION:

Visit the Cultural Human Resources Council (CHRC) web site at www.culturalhrc.ca to find out more about the opportunities available in Canada's cultural sector.

THE AUTOMOTIVE PARTS MANUFACTURING INDUSTRY

Do you have a passion for cars? Ever wondered where the parts for those cars come from? In Canada, more than 100,000 people design and manufacture \$35 billion worth of parts for the North American automotive industry. The parts range from seats, bumpers and engine components to lights, electronics and exhaust systems. In Canada, one in seven jobs is linked to the automotive manufacturing industry.

The automotive parts manufacturing industry has historically been a rapidly changing industry and, as such, leads most industries in state-of-the-art technology, including the use of robotics, lasers, automated manufacturing processes and hi-tech computer interfaces.

A huge wave of retirements will occur over the next three to five years in this industry. Right now 25 percent of employers are unable to find technically trained people for certain career opportunities. Given that it is a strong and vibrant industry, growth is expected to continue in the future.

Careers in the parts industry are challenging and rewarding and require various kinds of training. Depending on the career, they can require the completion of college, university or apprenticeship programs, as well as strong math, science, English, and technical skills. The greatest needs are in the areas of:

- **TOOL AND DIE MAKER**
- **GENERAL MACHINIST**
- **INDUSTRIAL MECHANIC MILLWRIGHT**
- **MOULD MAKER**
- **QUALITY ASSURANCE**
- **RESEARCH AND DEVELOPMENT**
- **MECHANICAL, ELECTRICAL AND ENVIRONMENTAL ENGINEER**
- **TECHNICIAN AND TECHNOLOGIST**
- **PRODUCT DESIGNER**
- **COMPUTER PROGRAMMER**

Get in the driver's seat!!

As long as we need cars, we will need people who can design and manufacture them using high technology. To find out more, check out jobs with a Future on the Canadian Automotive Parts Manufacturers Association (CAPMA) web site at www.capma.com/future/

The aviation maintenance industry

Although the aerospace industry is concentrated in a few centres across Canada, aviation maintenance work is available in large cities, small towns, rural areas and Canada's North. Most aviation maintenance workers are employed by large airlines like Air Canada. A smaller number work for the military. Opportunities also exist in smaller organizations.

Specialties within the industry share common requirements, such as attention to detail and dedication to high standards of achievement. To succeed in these specialties, it's likely that you'll enjoy working with your hands, be willing to master technical details, and have strong conceptual thinking and math and science skills.

As the aerospace industry changes—and it does rapidly—you'll need to update your skills. Aviation maintenance careers generally appeal to people who like change and want to keep learning throughout their lives. Careers in aviation maintenance may also appeal to people who like working with new technology, and who want to be at the leading edge of new developments. Much of the technology we use today—such as computers, the Internet and video games—are descendants of technology designed specifically for the aerospace industry.

More information:

The Canadian Aviation Maintenance Council web site — www.camc.ca — describes all the technical specialties in the industry, including what skills and education are required. It has links to community colleges and training organizations.

CAREERS IN AGRICULTURE AND FOOD SCIENCES

One in four Canadians is directly or indirectly employed in the agriculture and agri-food (the production and processing of food) industry. In addition, this industry generates \$110 billion for Canada's economy, accounting for almost 9 percent of our gross domestic product.

Agriculture and food processing have always provided interesting and satisfying work. Today, employees in this industry require a high level of formal training and education. If you choose a career in this area, you can expect to use the latest technology to grow, process and deliver food.

Occupations in the industry include breeding program technician, food and biotechnology researcher, and chemical, electrical and computer engineers. There are also many technical and skilled occupations in the packaging, processing and marketing of food and agricultural products.

It's also possible to combine a career in agriculture and agri-food with a range of educational backgrounds, including accounting, financial management, marketing, meteorology, land surveying, and a range of scientific and research occupations.

Where to go for more information:

The Canadian Federation of Agriculture web site at www.cfa-fca.ca contains details on careers related to the production of agricultural products, including those in the food processing, packaging, marketing and distribution industries, and in a wide range of professional, technical and skilled occupations.

The Canadian Institute of Food Sciences and Technology (CIFST) offers information on careers and opportunities in food sciences and technology. The CIFST web site is www.cifst.ca.

CONSTRUCTION SECTOR

The construction industry offers a wide variety of interesting, creative and satisfying career opportunities, from hands-on to technical and supervisory work. In Ontario, the industry employs some 300,000 people in residential building and development, in industrial and heavy-engineering construction and as trades contractors. As in other parts of Canada, there is a skills shortage in the industry in Ontario, and electricians, steamfitters, carpenters, cabinet-makers and construction millwrights are particularly needed. That this province's construction industry is a world leader is evident in such high-quality projects as the CN Tower, the Air Canada Centre, and Imax cinemas. Construction companies need skilled workers to build homes designed for both energy conservation and state-of-the-art information and entertainment systems. When companies build office towers and residential complexes overseas, they often look to Ontario for skilled and experienced workers to manage their projects.

MORE INFORMATION

For more details on apprenticeship, go to www.edu.gov.on.ca/eng/training/apprenticeship/appren.html. Also visit the Canadian Construction Association web site at <http://www.cca-acc.com> and the Ontario Construction Secretariat web site at <http://www.iciconstruction.com>

TOURISM OPPORTUNITIES

About 460,000 people are employed in tourism in Ontario, accounting for over 8 per cent of all employees in the province. Ontario has Canada's largest tourism industry, with more than 88,000 related businesses, including food and beverage, accommodation and amusement, transportation and travel service, and tourism-related retail businesses. Tourism is a major employer of young people and one of the largest seasonal

employers of students. A variety of tourism-related programs are offered by Ontario colleges and universities.

MORE INFORMATION:

Check out the Canadian Tourism Human Resource Council web site at <http://www.cthrc.ca> and <http://www.tourismworkweb.com> and consult the Ontario Tourism Education Corporation at <http://www.otec.org>

AUTOMOTIVE REPAIR AND SERVICE INDUSTRY

As long as cars are part of our daily lives, we will need trained people to repair and maintain them. Today, more than 200,000 people work in this fast-changing industry, 109,000 of them in Ontario. Most work in franchised car dealerships, retail chain stores, specialty repair facilities, wholesale establishments, jobber stores, warehouse distribution centres, service stations and independent repair facilities.

Many people now employed in automotive service and repair are expected to retire in the next few years, and this will create high demand for people with technical competence and knowledge in this area. Because technology and products are constantly changing, automotive service and repair will appeal to people who like learning new things. Expect the need to upgrade your skills regularly through training, either on the job or at colleges and training centres.

The most common ways to get into the industry are through a community college automotive program or an apprenticeship program. A high school diploma is essential. Some key occupations are:

- AUTOMOTIVE SERVICE TECHNICIANS
- COLLISION REPAIR TECHNICIANS/REFINISHERS
- PARTS COUNTERPERSONS
- MEDIUM/HEAVY DUTY TRUCK TECHNICIANS
- SERVICE ADVISERS

Start your exploration of careers in this industry at the Canadian Automotive Repair and Service (CARS) Council web site at www.cars-council.ca. You can also reach CARS at (613) 798-0500. Information products by CARS cover the wide range of career opportunities that are available.

Also, check out *Opportunities Unlimited*, an automotive career information publication produced by the Automotive Industries Association of Canada. Other useful magazines and journals are *Service Station & Garage Management*, *Automotive Parts & Technology*, *L'automobile*, and *Le Garagiste*.

ADDITIONAL SOURCES OF INFORMATION

Aboriginal Human Resources Development Council of Canada www.ahrdcc.com

Apparel Human Resources Council www.apparel-hrc.org

Biotechnology Human Resource Council www.bhrc.ca

Canadian Aquaculture Industry Alliance www.aquaculture.ca

Canadian Council for Human Resources in the Environment Industry www.cchrei.ca

Canadian Council of Professional Engineers www.ccpe.ca

Canadian Council of Professional Fish Harvesters www.ccpfh-ccpp.org

Canadian Council of Technicians and Technologists www.cctt.ca

Canadian Equipment Industry Training Committee www.caed.org/ceitc

Canadian Plastics Sector Council www.cpssc-ccsp.ca

Canadian Professional Logistics Institute www.loginstitute.ca

Canadian Steel Trade and Employment Congress www.cstec.ca

Canadian Technology Human Resources Board www.cthrb.ca

Canadian Trucking Human Resources Council www.cthrc.com

Forum for International Trade Training www.fitt.ca

Horticultural Human Resource Council
E-mail: hrt@nbnet.nb.ca

Mining Industry Training and Adjustment Council-Canada www.mitac.ca

Motor Carrier Passenger Council of Canada
E-mail: info@buscouncil.ca

National Seafood Sector Council www.nssc.ca

Repair and Installation Service Sector for Consumer Products www.easi.ca

Software Human Resource Council www.shrc.ca

Textiles Human Resource Council www.thrc-crhit.org

Volunteer Canada www.volunteer.ca

Women in Trades and Technology National Network www.wittnn.com

For more information on sector councils, visit the Alliance of Sector Councils (TASC) at

www.councils.org

LABOUR MARKET INFORMATION:

Look before you leap

If you were setting out to buy a car, you'd first do some basic research. You'd want to know which car would best suit your needs, how much the car would cost to maintain, and how long you could expect it to last — after all, you don't want to have to buy another car in a year. You might also ask other car owners for advice.

It's the same with your career. But, instead of just money, as with buying a car, you're also investing the time you spend in getting an education. You want to spend time and money training for work you want, and this is where labour market information (LMI) comes in.

WHAT IS LMI?

LMI can tell you a lot of things about the job market: where the best opportunities are, the unemployment rate in each field, and what you might expect to get paid. It also tells you which careers have the best long-term prospects, and what experience you might need to find the work you want.

WHY DO I NEED IT?

LMI is important because it gives you an understanding of labour market trends that will affect whatever career you choose. LMI can help you refine your job search by telling you what you need to know for your particular field, as well as what opportunities are available for people with your specific skills.

Say you want to be a lab technician, but you're not sure about the demand where you live. LMI can tell you where in your province or territory technicians are needed the most, and what the salary range is. For example, you may learn that there is a shortage in rural areas and that a lot of opportunities exist for technicians willing to move out of big cities.

"You want to see what the opportunities are," says Sandra Wright, administrator of a training board in Ontario. "If you're looking at career perspectives, you need to ask: what are the long-term prospects for that career? What kind of education or experience do I need? You have to know what the trends are. If you just want to do something, you have to know where the opportunities are — do I have to move someplace up North? Can I stay where I live? You have to look at salary ranges." This is what LMI tells you.

While looking at LMI, you should also remember that it operates on four different levels or markets — local, provincial/territorial, national and global. Each market has its own trends, and a shortage of one kind of worker in one market does not mean a shortage of this kind of worker in the other three. Local, provincial/territorial, national and global LMI can vary considerably, especially in terms of opportunity and earnings. When researching LMI, be aware of which market most affects your area of expertise. For example, opportunities for professionals such as engineers and consultants tend more to be part of national or global labour markets.

You don't have to base your career choice completely on LMI factors — ultimately, you want to pick something you'll enjoy — but LMI should be a component of the process of picking. If you have already decided on a general field, LMI can help you find the best job in that area. It can also warn you if conditions are not favourable for your choice, and either point you toward a related occupation or prepare you for potential challenges ahead.

"There is a lot of information around," says Sandra. "There are lots of web sites. The WorkinfoNET [www.workinfo.net.ca] has links to a lot of labour market information — on employment opportunities, industry opportunities and education information."

If you're interested in an emerging field that's too new to have been included in the government resources, look for articles about it in newspapers and magazines. Because it is up to date, information in newspapers can highlight trends not yet represented in HRDC data. Go to the library or go online (most major newspapers are now available online) to review articles on a subject. This kind of research will also yield contact lists of businesses and organizations. You'll also have enough background information to ask intelligent questions. Armed in this way, you can go right to the source: the human resource managers of companies or organizations that might want to hire you.

"I would say, even go to the bigger employers — the people who are in the know, and who are very dynamic. Talk to some of the human resource people in the larger companies, if that's the field you're interested in," says Sandra. In doing so, you'll find out what sort of experience or training you'll need.

Businesses, unions, and professional and trade associations also have current labour market information obtained from their members. If the work you're interested in relates more to the local or provincial/territorial marketplace, you'll find the information these associations and their publications offer are helpful.

The best people to start with are the counsellors in the resource centres and guidance offices, according to Sandra. "They're the people with the current information — they make a living at it. And they often have other insights as well."

WHAT DO I DO NOW THAT I HAVE THE INFORMATION?

Now that you've gathered all the facts, you have to evaluate them. Not all LMI is created equal. Some information might be biased for or against a certain industry, or it might be out of date. "Remember," Sandra says, "that future outlooks are basically employers doing human resource planning and forecasting themselves. It's a tough job, and sometimes they miss things."

A few questions you might want to ask yourself are:

- ⊙ Will the current situation persist into the future?
- ⊙ Do the predictions come from a reliable source?
- ⊙ Is this information biased?
- ⊙ How many workers are already in this field?
- ⊙ How many workers will be needed in the future?
- ⊙ How will technology change this industry?
- ⊙ Are workers in this occupation needed across the country?

You should also pay attention to general trends in LMI that affect all occupations. For instance, continuing education is now considered a necessary part of many professional careers. Are you willing to go back to school to upgrade your skills in five or ten years from now? Analyzing LMI will prepare you for your dream job — not only how to get it, but also how to keep it when you do.

WHERE CAN I FIND LMI?

In a word, everywhere. According to Sandra Wright, the first step is to find a career centre: "In most areas, there is some kind of employment resource centre. Most of them are government-funded and free — you can have access to web sites and job searches." There are also other resources, including publications such as this one.

Work searches, online or in print, are a good place to start, because they often provide links to trends and "hot job lists." While they are not good indicators of future prospects, hot job lists can lead to ideas for you to explore, perhaps in a related field that's closer to your interests. You can also find broad trends in the lists — if health occupations seem to dominate the list, then there may be opportunities in that area for you.

Statistics Canada (www.statcan.ca/english/dai-quo/) and Human Resources Development Canada (HRDC LMI: <http://lmi-imt.hrdc-drhc.gc.ca>) are the two major government sources of LMI. They're both available online, and they're useful because they address LMI at national, provincial/territorial and local levels. The information emphasizes broader trends in the labour market, and compares different occupations according to criteria such as salary and unemployment rates.

Job Futures (www.jobfutures.ca), which is produced annually by HRDC, provides information on the prospects for hundreds of occupations. It features information on postsecondary programs and on the percentage of graduates who found work in their field, so that potential students can research what the future demand will be for their training.



While government publications and web sites are good sources of labour market information, you can also gather local and provincial/territorial LMI from:

- ⊙ Major employers
- ⊙ Chambers of commerce
- ⊙ Businesses, unions, and professional and trade associations
- ⊙ The media (such as newspapers, magazines — especially trade publications — television, radio)
- ⊙ People you know who are already working in the field

Some helpful LMI web sites

Lots of good links to career resources (bilingual): www.larelance.ca
 Handbook on Labour Market Information: www.gov.nb.ca/0347/0001e.htm
 Career Directions—186 occupational profiles: www.careerdirectionsonline.com
 A comprehensive source of career information: www.jobboom.com
 Making Career Sense of Labour Market Information: <http://makingcareersense.org>
 WorkSearch—What Trends Will Affect Me and My Work?: <http://worksearch.gc.ca/>

LMI terms**Age demographics**

Age is important because the first of the huge number of baby boomers (the generation born between 1946 and about 1965) will reach retirement age around 2011. If the age demographic, or average age, for workers in a field is older, there will be opportunities for young people to replace retiring workers.

Future prospects

Future prospects answers the question: when I finish my training in four years, will there still be a job for me? It also indicates the stability of the job: you don't want to embark on a career that could become obsolete in two years.

Mobility

Mobility indicates whether you can move from province to province and still use the same skills, and whether you can apply those skills to a similar career in another field. The higher your mobility, the likelier you will find something that makes use of your training.

Supply and demand

If the future prospect is fair, supply and demand are balanced: there are even numbers of people entering and leaving the field. If supply is low, there is a shortage—and opportunity.

Unemployment rates

Unemployment rates are affected by supply and demand. If supply is high, you might not be able to find a job in your chosen field. Look at the percentage of workers who are unemployed in your field and compare it with the average. If there are more unemployed workers than usual, it may be more difficult for you to get that job.

Where to find LMI

www.hrdc-drhc.gc.ca/common/work.shtml#trends

This site provides information on occupations, employment opportunities, industry sectors, and the changing nature of the world of work.

<http://lmi-lmt.hrdc-drhc.gc.ca/>

This bilingual Human Resources Development Canada (HRDC) site provides general and detailed information on local labour markets throughout Canada.

www.statcan.ca

This site has links to Statistics Canada's online research and data sources, including Statistics Canada's *The Daily*.

<http://mess.gouv.qc.ca/indexang.htm>

At this site you can find employment, training and labour market information.

www.councils.org

This is the site for the Alliance of Sector Councils (TASC)

FUTURE WORK

- "Half of the jobs that will exist in the year 2005 we don't even have names for now."
- "Young people in school must not get paralyzed by trying to choose one field of work for life!"
- "Job security is now in our hands if we are willing and able to do a number of different types of work."

These observations are presented in a new video, "Future Work", that is aimed at teachers and counselors, and provides a quick study of today's workplace and labour market realities. The video stresses that responsiveness, openness, flexibility and creativity will be the survival skills of the future as we reinvent our concept of jobs and ourselves as workers.

Anne Perkins, a labour market analyst, narrates the video, which documents the key labour market trends affecting today's workplace:

- The Changing Work Environment
- The Global Marketplace
- Demographics and the Aging Population
- Social Trends and Lifestyles
- Technological Change
- The Information Age

All-Canadian in content and mostly set in Ontario, the 50-minute video is accompanied by a 34-page viewer's guide.

The video's value is in helping us both to understand why work opportunities emerge, grow, disappear or decline, and helps us explore the implications of managing our careers better now and in the future. The video encourages entrepreneurship, creative career exploration, self-assessment, "reading" the market and awareness of the role of demographics, global competition and the aging workforce. It also suggests new definitions of work and employability skills.

FOR COPIES OF THE VIDEO AND GUIDE CONTACT:

Ontario Network of Employment Skills Training Projects
 Phone: 416-591-7151 Fax: 416-591-9125
 E-mail: info@onestep.on.ca



OCCUPATIONS IN DEMAND

GOOD

- Truck Drivers
- Cabinetmakers and Bricklayers
- Carpenters
- Plumbers
- Early Childhood Educators and Assistants
- Teachers – Secondary School, Elementary School, Kindergarten
- Interior Designers
- Graphic Designers and Illustrating Artists
- Public Relations and Communications Specialists
- Editors and Writers
- Physiotherapists
- Doctors
- Dentists

STRONG

- Registered Nurses
- Information Systems and Data-Processing Managers
- Mechanical, Chemical and Computer Engineers
- Computer Systems Analysts
- Chefs
- Machinists and Machining and Tooling Inspectors
- Tool and Die Makers

Source: Ontario Job Futures 2000

For more information visit <http://www.ontariojobfutures.net>